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ABSTRACT

The Jog America Read-A-Thon guide is one of the reading incentive strategies used in the Books and Beyond program which is designed to increase K-6 students' recreational reading and reduce their indiscriminate television viewing. The method used in this guide is to have students read books and move a running shoe marker on a large map of the United States. Students in grades three to six are required to read books in different categories as they move from one of the eight highlighted states to another. This guide is divided into three sections. Section one consists of explanatory materials covering: implementation of the program; bulletin board set up; orientation for teachers, parents, and volunteers; and how the program works for grades K-2 and grades 3-6. Section two contains the materials needed for the bulletin board and for recordkeeping. Section three consists of information on teaching television viewing skills. Materials include a sample letter to parents and students, a TV Time Chart, and television viewing logs for students. Concluding this section are pages of television viewing information, some games, puzzles, and activities. (EM)

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BOOKS and BEYOND

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JOG AMERICA READ-A-THON AND TV VIEWING SKILLS PACKET

ESEA TITLE IV-C

CS208026

PROJECT OVERVIEW

CATALOG NUMBER: FP 000 329

PROJECT TITLE: Books and Beyond (K-6)

LOCAL EDUCATIONAL AGENCY:

Solana Beach School District

ABSTRACT:

Books and Beyond is a program designed to increase students' recreational reading and decrease indiscriminate TV viewing. Through success-oriented reading incentive strategies, parent education and student self-monitoring techniques, this highly motivating program produces positive, long-lasting behavioral changes in students with regard to their recreational reading and TV viewing habits. The Books and Beyond manuals provide all the information and materials needed for successful implementation of the program. Because of the variety of strategies and the design of Books and Beyond, schools can easily tailor the program to meet their needs and fit it within their curriculum. The program can be operated on a school-wide basis or in individual classrooms. The program encompasses all student populations including gifted, slow learners, special education and bilingual students.

ADDRESS:

Solana Beach School District
309 North Rios Avenue
Solana Beach, CA 92075

CONTRACT: ESEA Title IV-C, #5372
E/I 1982-1983

PUBLICATION DATE: 1982

STATUS: Active

DESCRIPTORS:
- Behavior Change
- Demonstration Programs
- Motivation Techniques
- Parent Participation
- Reading
- Television Viewing

TARGET GROUP(S):
- Elementary School Students
- Elementary School Teachers
- Parents

TEACHING METHODS:
- Behavior Change
- Motivation Techniques
- Recordkeeping

LEARNING ACTIVITIES:
- Educational Games
- Independent Reading
- Recreational Activities
- Television Viewing
- Worksheets

PROJECT MATERIALS:

Catalog Number	Title	Site
FD 001 959	Quest for Knowledge Read-A-Thon and TV Viewing Skills Packet (K-6)	E/M/S
FD 001 960	Book Buck Read-A-Thon (K-6)	E/M/S
FD 001 961	Jog America Read-A-Thon (K-6)	E/M/S
FD 001 962	Literature At Home (K-9)	E/M/S
FD 002 107	Around the World With Books Read-A-Thon (K-6)	E/M/S

HW
9/82

BOOKS and BEYOND

ABSTRACT

PURPOSE OF THE PROJECT

BOOKS & BEYOND is a program designed to increase students' recreational reading and decrease indiscriminate TV viewing. Through success oriented reading incentive strategies, this highly motivating program produces positive long-lasting behavioral changes in students with regard to recreational reading. Success for each individual student is assured because the program is self-paced and allows for individual differences. Through parent education and student self-monitoring techniques, project participants become more aware of their TV viewing habits and learn to become more discriminate TV viewers.

PROJECT OPERATION

Project activities in this critical need project can be operated on a school-wide basis or in individual classrooms. Students participate in a Read-A-Thon, a reading incentive program with different themes for each year to insure high interest level. Activities include reading books at home (and at school), keeping records of those books, charting individual progress on a central bulletin board, and learning to self-monitor TV viewing through use of critical TV viewing skills curriculum. Teachers and administrators also participate in the Read-A-Thon, providing role models who value reading for pleasure.

BOOKS & BEYOND was designed with flexibility in mind. Because of the variety of strategies and the design of the program, schools can easily tailor it to meet their needs and fit within their curriculum. This program can encompass all student populations, as students enjoying successful participation thus far have ranges from preschool through 9th grade and have included gifted, slow learners, special education students, bilingual, and students from a variety of socio-economic backgrounds. It is therefore evident that adaptation can be made to any student population and any school configuration.

EVALUATION RESULTS

The process evaluation inforamtion received to date indicates: (1) the students themselves reported a 31% increase in the average number of books read, a 37% decrease in television viewing and a 13% increase in their scope of reading; (2) parents of the participants reported that their children spent approximately 37% more time in recreational reading activities than was reported by the parents of comparison students and they noted a 16% decrease in their children's TV viewing; and (3) teachers involved in the study reported much improvement in the participating students' active participation in reading related activities, their general attitude toward reading, their interest in books, and their general academic performance. Further substantiation of this information was provided by periodic reviews of community public library and school site library circulation records which incicate increases averaging 38% and 24% respectively.

MANUAL AVAILABILITY

The BOOKS & BEYOND manuals provide all information and materials needed for successful implementation of this program. Directions are clear and concise, graphics make reproduction easy, and suggestions for adaptations and modifications provide additional flexibility.

- Implemented in over 150 schools in California during school year 82-83.

SOLANA BEACH SCHOOL DISTRICT • 309 N. Rios • Solana Beach, CA 92075

JOG AMERICA

READ-A-THON MANUAL

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JOG AMERICA READ·A·THON

INTRODUCTION

The Jog America Read-A-Thon is one of the incentive strategies. In this strategy the students read books and move a running shoe marker on a map of the United States. Older students are required to read in different categories of books as they move from one highlighted state (8 states) to another. Directions for implementation of this program are included in the next seven sections.

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DIRECTIONS FOR IMPLEMENTATION

Bulletin Board Set-Up

Locate a large bulletin board in a central location. If this is not possible use small individual classroom bulletin boards. It is essential that students have access tc the board. Set up the bulletin board using procedures outlined in section entitled "Directions for Jog America Read-A-Thon Bulletin Board".

Orientation

Teacher: Include teachers in all aspects of the program, planning, implementation and evaluation. A staff meeting should be held before the beginning of the program to inform teachers. Teachers can assist the project in the following ways:

1. Distribute running shoe to each student. Have students color, write name, room and grade on shoe. Have students cut out running shoe and return it to media center.

2. Distribute Reading Record Sheets.

3. Assist students in selecting books at their appropriate reading level.

4. Continue to motivate students throughout the program.

Parents: Send home parent information packets. (See page 11) Parent information packet consists of introductory letter, Reading Record Sheet, and Staff-Parent Record Sheet. Project updates can be disseminated through student newspaper, PTA newsletter or messages from the principal.

Volunteers: All volunteers should be introduced to the program and trained in record keeping procedures. (See page 6) If volunteers are unavailable, media center personnel or teachers can maintain records.

HOW THE READ-A-THON REALLY WORKS:

Grades K-2

1. To progress from one highlighted state (8 states) to another, each student must read and record 15 books. For books over 50 pages, every 25 page segment may be counted as one book.

2. Each sheet must be signed by parent.

3. Students may also receive credit for books read to them by their parents.

4. To complete Jog America Read-A-Thon, each student must move through all eight highlighted states to the finish line in California.

5. Awards will be distributed throughout the program.

6. Students who have traveled through all eight states once, may do so again.

7. Extra credit activities may be incorporated into the program from time to time.

Grades 3-6

1. Each student must read 300 pages to progress from one highlighted state to another.

2. Each Reading Record Sheet must be completed and signed by parent, teacher, or media center personnel.

3. Awards will be distributed throughout the program. (See Awards Section)

4. Extra credit activities may be incorporated into the program from time to time.

5. To complete the race students must have read books from four different categories.

DIRECTIONS FOR JOG AMERICA READ-A-THON

The Jog America Read-A-Thon bulletin board consists of a large map of the United States, eight individual highlighted states (with assorted symbolic references) and the student's individualized tennis shoes. The Read-A-Thon board represents a cross country course. The map of the United States provides the background. Students follow a path between eight highlighted states using their individual tennis shoe markers to "jog" along this path. All graphics necessary to implement this board are available in this manual.

Bulletin Board Installation

1. Choose a bulletin board and cover with blue butcher paper. It is important that the board chosen be readily accessible to the students. To achieve maximum success, the bulletin board should be located in a central part of the school.

2. Using an opaque projector enlarge the map of the United States (provided in manual) to the size needed. Light brown butcher paper is suggested for the map. Outline the map with black marker and color in the Great Lakes with blue marker. Cut out the map and position it on the blue background.

3. Depending on the size of the bulletin board, the representative symbols can be used as they are or can be enlarged on the opaque projector to correspond to the scale of the map. The symbols should be colored with markers. The racing flags which mark progress along the way should also be colored. A black dotted line is drawn between each state to represent the course.

4. Each state with its corresponding representative symbols is placed in correct geographic location. Washington State is the starting point for students beginning the board. Students "jog" along the course from Washington to Colorado, then the Wisconsin, Maine, Washington, D.C., Florida, Texas, and finally to California. Each highlighted state forms a rest station which consists of its representative symbols.

its state name sign, a racing flag to mark the correct numerical progression, and a cloud form showing the correct number of pages and/or books to be read in order to stop at that state.

Tennis Shoes

Each child has a tennis shoe with his/her name. The shoe serves as a marker along the course. The shoe also includes the child's grade and the teacher's name. It is suggested that the children color their own shoe but that the teacher or supervisory adult add the names.

Title

The title of this read-a-thon is Jog America Read-A-Thon. Each letter of the title is on the back of a turtle. On the turtles spelling read-a-thon, both the d and the A have a hyphen placed between the turtles. A blank turtle is also included should you decide to reproduce it to personalize lettering.

Read-A-Thon Student Forms

The following forms have been designed for use in the Jog America Read-A-Thon:

1. Reading Record Sheet (Grades K-2)
2. Reading Record Sheet (Grades 3-6)
3. Staff-Parent Record Sheet
4. Public Library Visitation Sheet
   (This program encourages visits to the public library. Extra credit marathon points are awarded when students return this form.)
5. Class Roster
6. Student Record Sheet
7. Class Record Chart
8. Raffle Tickets

RECORD KEEPING

Grades K-2

1. Enter student's name on Class Roster. Glue to file folder. Each teacher should have a separate folder.
2. Complete a Student Record Sheet for each student in class.
3. As students turn in Reading Record Sheet, record on Class Roster and Student Record Sheet.
4. Give awards when earned. (See Awards Section)
5. Students move their own running shoe around the map of the United States.

RECORD KEEPING

Grades 3-6

1. Enter student's name on Class Roster. Glue to file folder. Each teacher should have a separate folder.

2. Complete a Student Record Sheet for each student in class.

3. As students turn in Reading Record Sheet, record on Class Roster and Student Record Sheet.

4. Give Awards when earned. (See Awards)

5. Students move their own running shoe around the map of the United States.

Class Record Chart

Individual classes enjoy having their reading progress recorded on cross country race chart. Total pages or books are added up for the entire class every two weeks and results colored in on cross country race chart. A small prize can be given to classes when they reach the finish line. Sample of awards include ice cream party, books, or special video movies relating to books. Cross country race star markers have been left blank for schools to decide appropriate numbers. Below is a suggested scale to use for a 4½ month program.

	K-2	3-6
	Books Read By Class	Pages Read By Class
1st Star	300	5,000
2nd Star	600	10,000
3rd Star	900	15,000
4th Star	1,200	20,000
5th Star	1,500	25,000
6th Star	1,800	30,000
7th Star	2,000	35,000

Marathon Raffle Points

Marathon Raffle Points can be earned by students as they complete various activities. These activities include visits to the public library, TV viewing activity sheets, book reports, and other locally devised enrichment activities. At the culmination of the Read-A-Thon, marathon points are used to obtain raffle tickets for end of the year raffle. Raffle tickets are also awarded for each Reading Record Sheet turned in (K-2) or each 300 pages read (3-6). See awards section for raffle ticket form. Prizes for raffle can be obtained from local business donations. Prizes used in previous raffles included books, movie tickets, ice cream and food coupons, records, gift certificates, etc.

AWARDS

Awards are given as an incentive to stimulate student's recreational reading. Examples of awards are included in this section. Awards are usually given when students reach specific states. (Station 1,3,5,7, and 8) They are distributed to individual students by sending them through the teacher's box. Class awards can also be given.

Money to buy awards can be obtained from PTA, proceeds from Book Fair, or local donations. (MacDonalds, Baskin-Robbins, Carl's Jr., etc.) If money is not available use awards included in manual.

Individual Awards

(Sample)	K-2	3-6
Station 1	Tennis shoe eraser	Book mark
Station 3	Book mark	Game book
Station 5	Button	Button
Station 7	Colored pencil	Poster or fuzzy pencil
Station 8	Gold medal (The Gold Medal is to be presented at a ceremony at the end of the Read-A-Thon.)	Gold medal

BOOK REPORT FORMS

Book Report Forms were created by request from project teachers. They can be used as an optional enrichment to the program or for extra marathon points. Forms for all grade levels have been included in this section.

SUPPORT MATERIALS

TV Viewing Skills

An integral part of this program is it's critical TV viewing unit. Please review section on critical TV viewing skills. Use TV Viewing Forms and Parent Newsletter to supplement Jog America Read-A-Thon.

Film

"The Tale of a TV Mouse", a 16 mm film intended for K-3, can be purchased through:

Film Communicators
11136 Weddington Street
North Hollywood, CA 91601

Approximate Cost: $150.00

Synopsis: A young mouse who spends all her free time watching TV learns there are important benefits such as friendship and family activities she can do instead.

This film may also be available through your local community resource library.

BOOKS and BEYOND

SAMPLE

Date

Dear Parents:

The Read-A-Thon part of BOOKS & BEYOND will begin date . The purpose of this project is to produce long lasting behavioral changes in students with regard to individual recreational reading habits and TV viewing skills. This year's Read-A-Thon will be called Jog America Read-A-Thon and have as a theme jogging across the U.S.

DESCRIPTION OF PROGRAM: Students will receive a personalized running shoe as a marker to move around the map of the U.S. until he/she reaches the finish line.

K-2 Students: Students at this level will need to read 15 books per highlighted state (8 states total). Books can be of any type. At this level books may be read to students and they will receive appropriate credit. To help our record keeping, please have students turn in lists only when 15 books have been read. Your signature will be required as a monitoring device on all lists returned. Your child will need your support and assistance in participating in this program.

3-6 Students: Students at this level will need to read 300 pages per highlighted state (8 states total). We are encouraging students to expand their scope of reading by having students read in 4 different categories during the course of our program. Your signature will be required as a monitoring device on all lists returned.

Awards: Students will earn awards as they travel to the various highlighted states. A list of awards and requirements will be posted on a special bulletin board at school.

Parent Participation: Parents who wish to participate by reading may do so. As parents complete books they may turn in a form to the library. A marker will represent the total number of books read by parents.

Further bulletins will keep you informed about the progress of the program and ways in which you can help make it a success for your child. Your child will also be asked to participate in critical TV viewing activities at home. Information concerning this will be sent home at a later date.

Thank you for your cooperation.

BULLETIN BOARD

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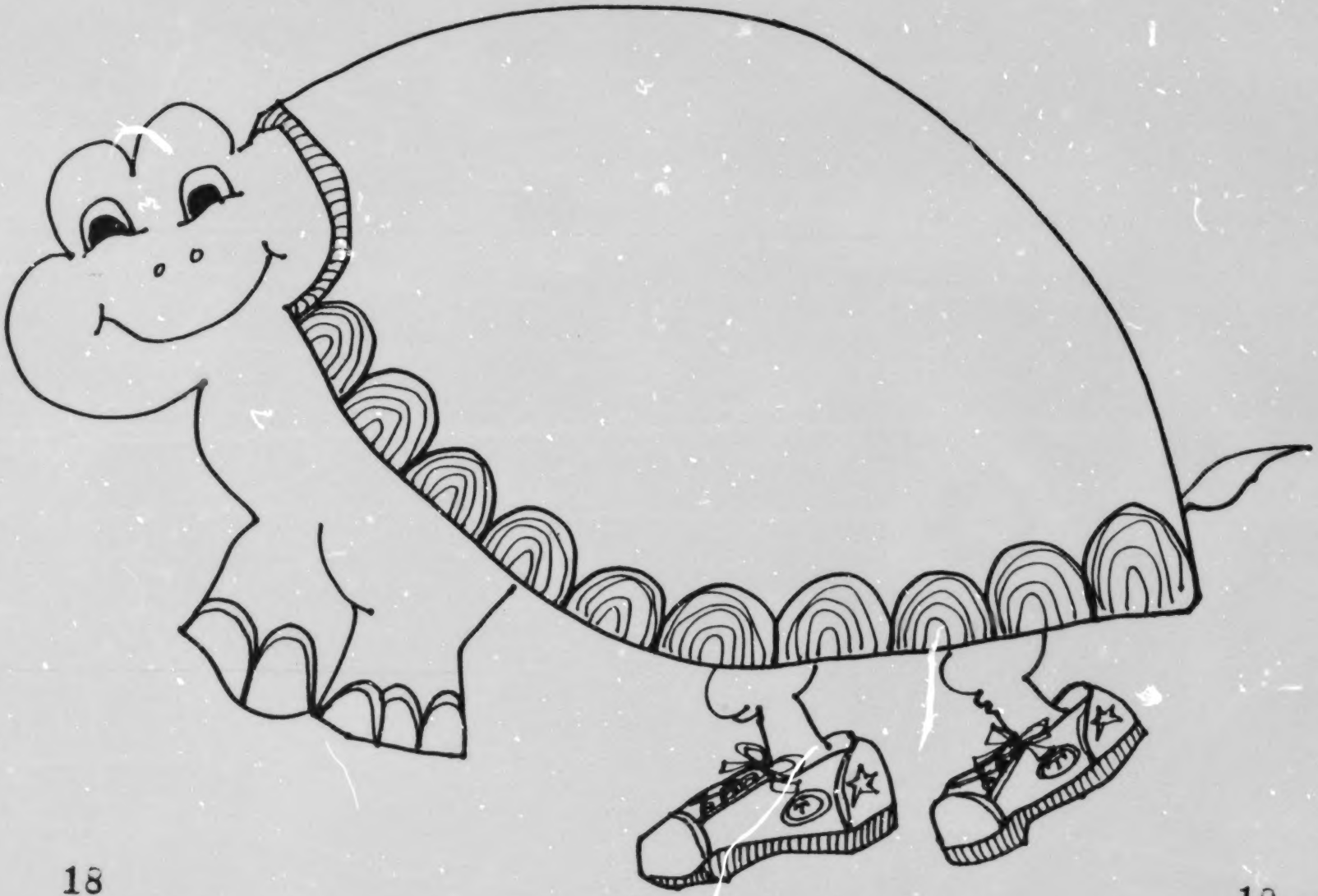

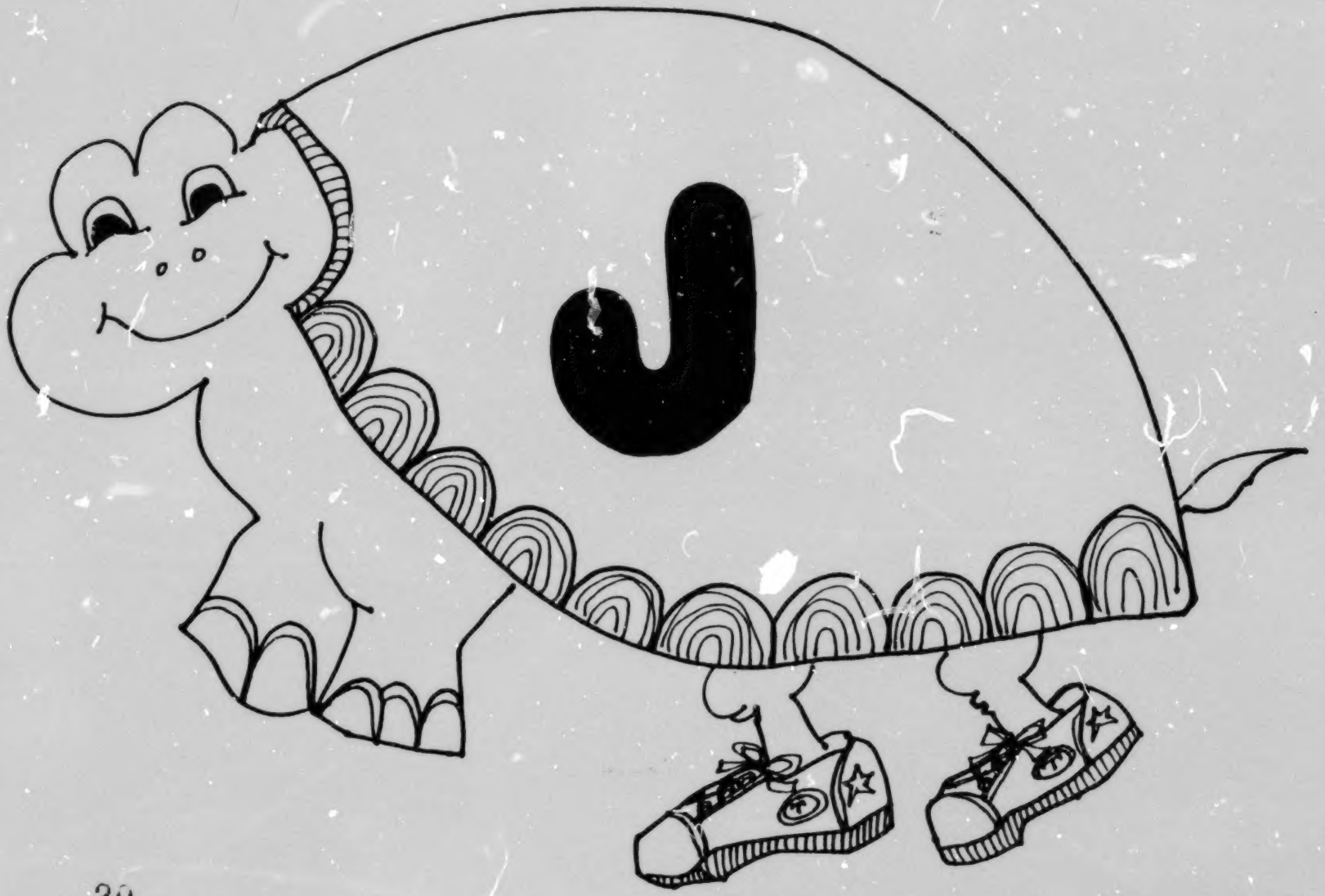
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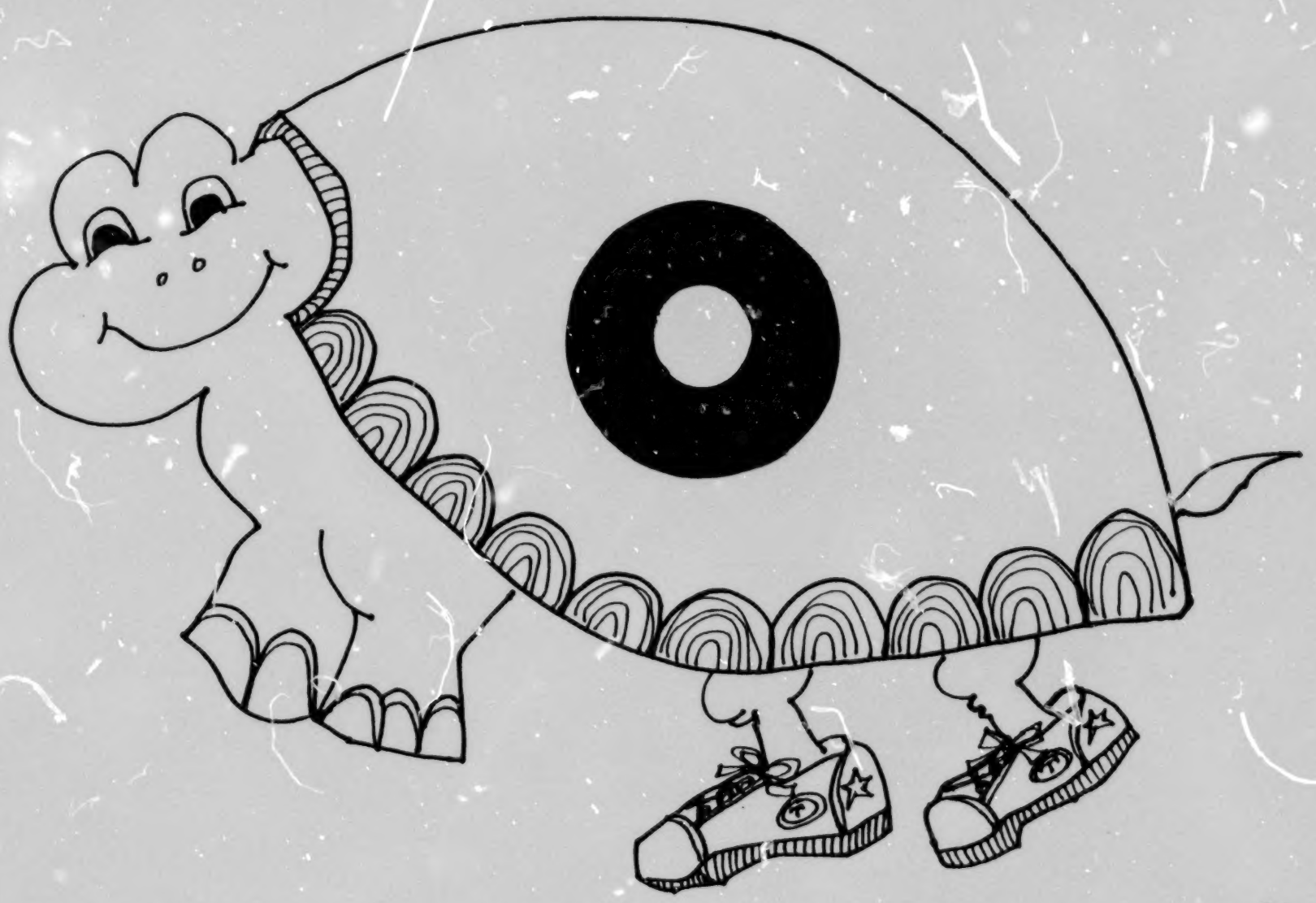

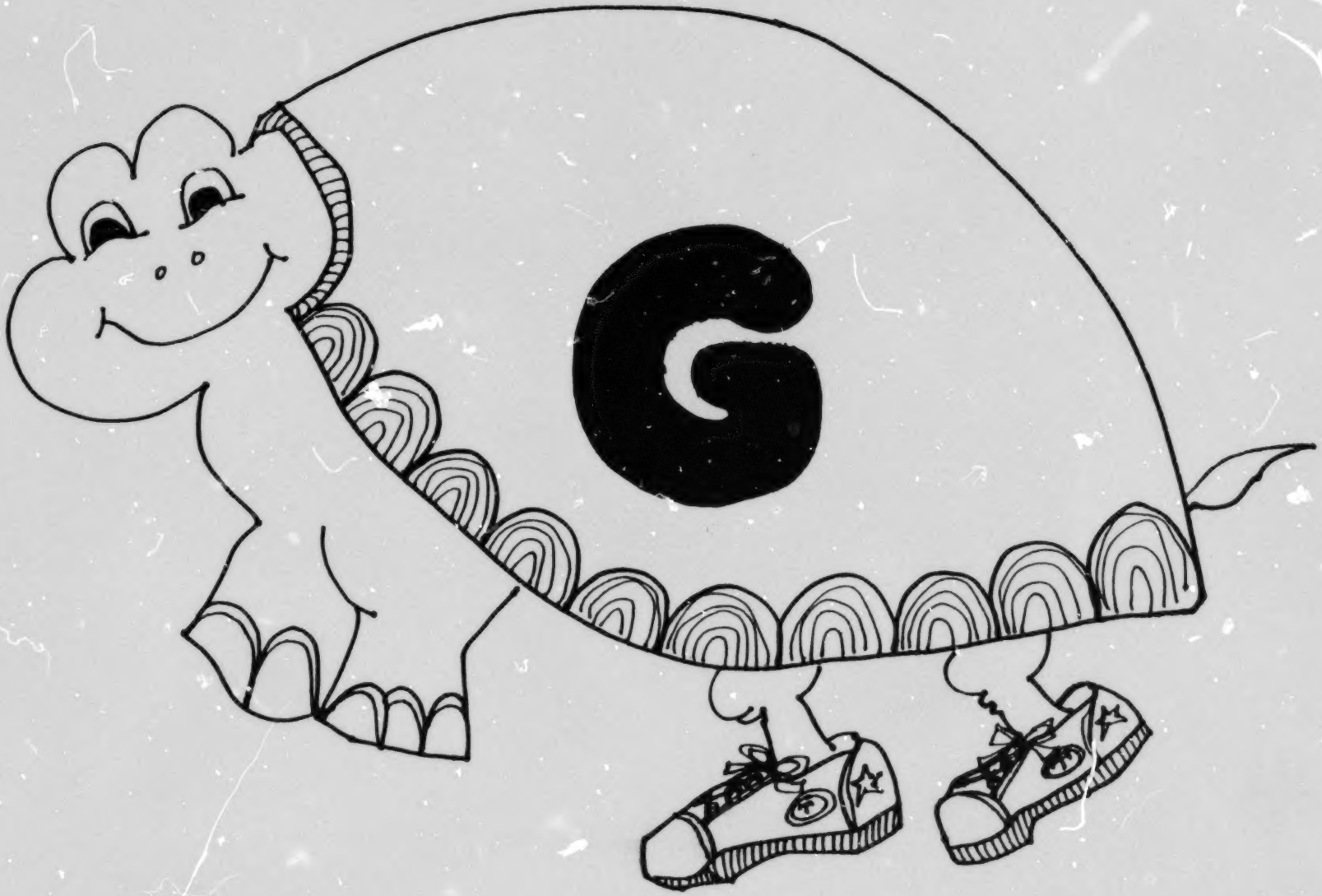
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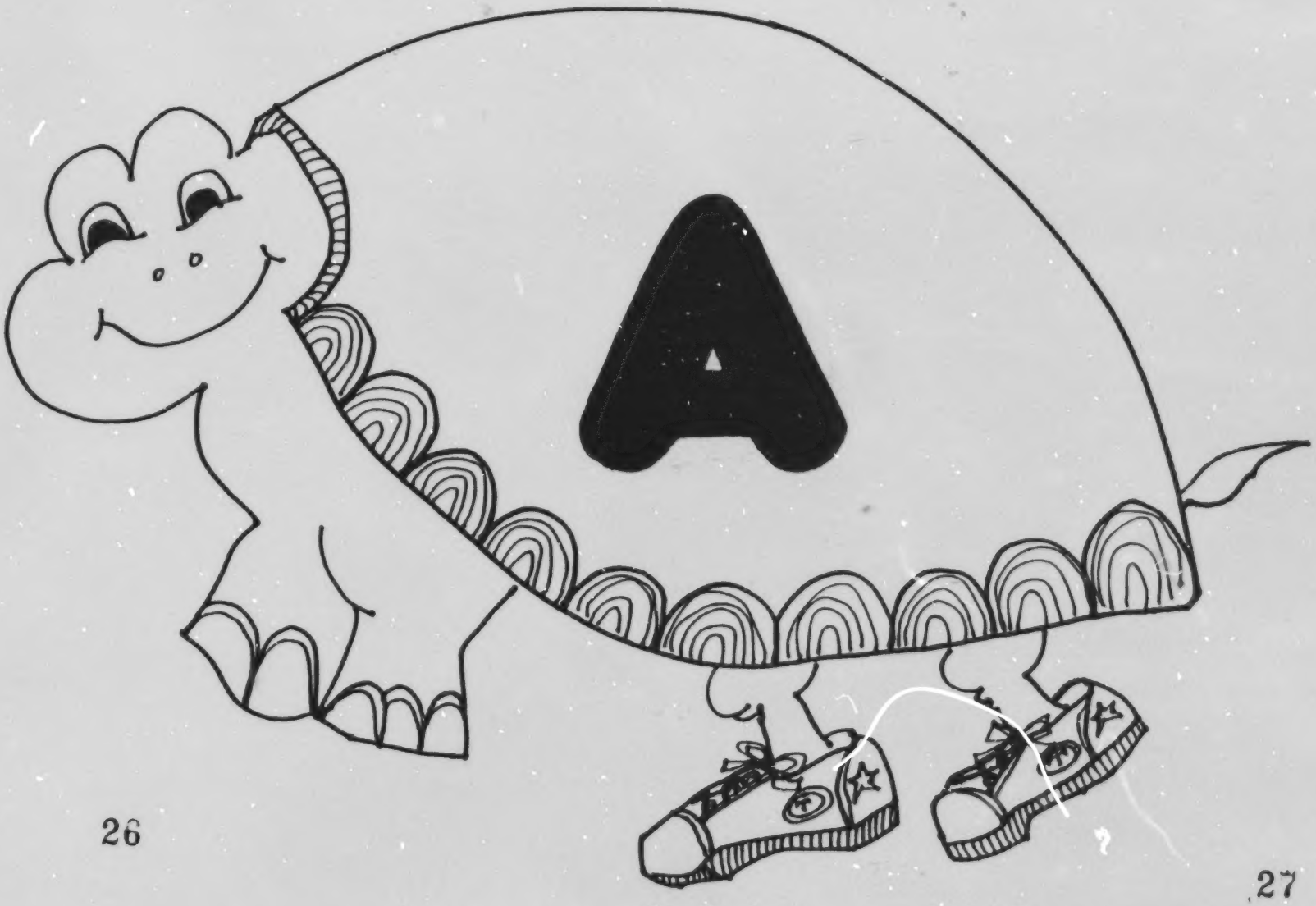
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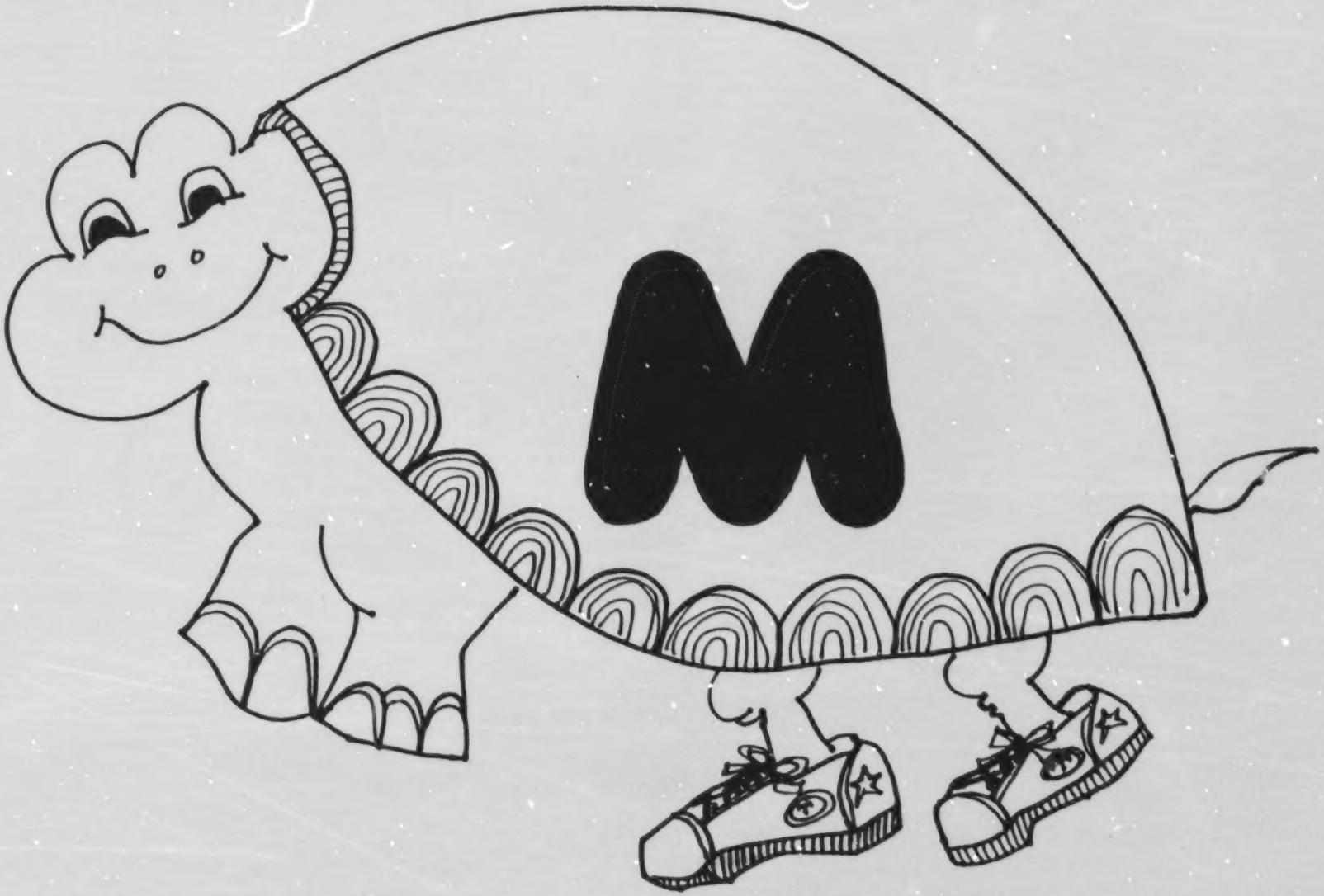
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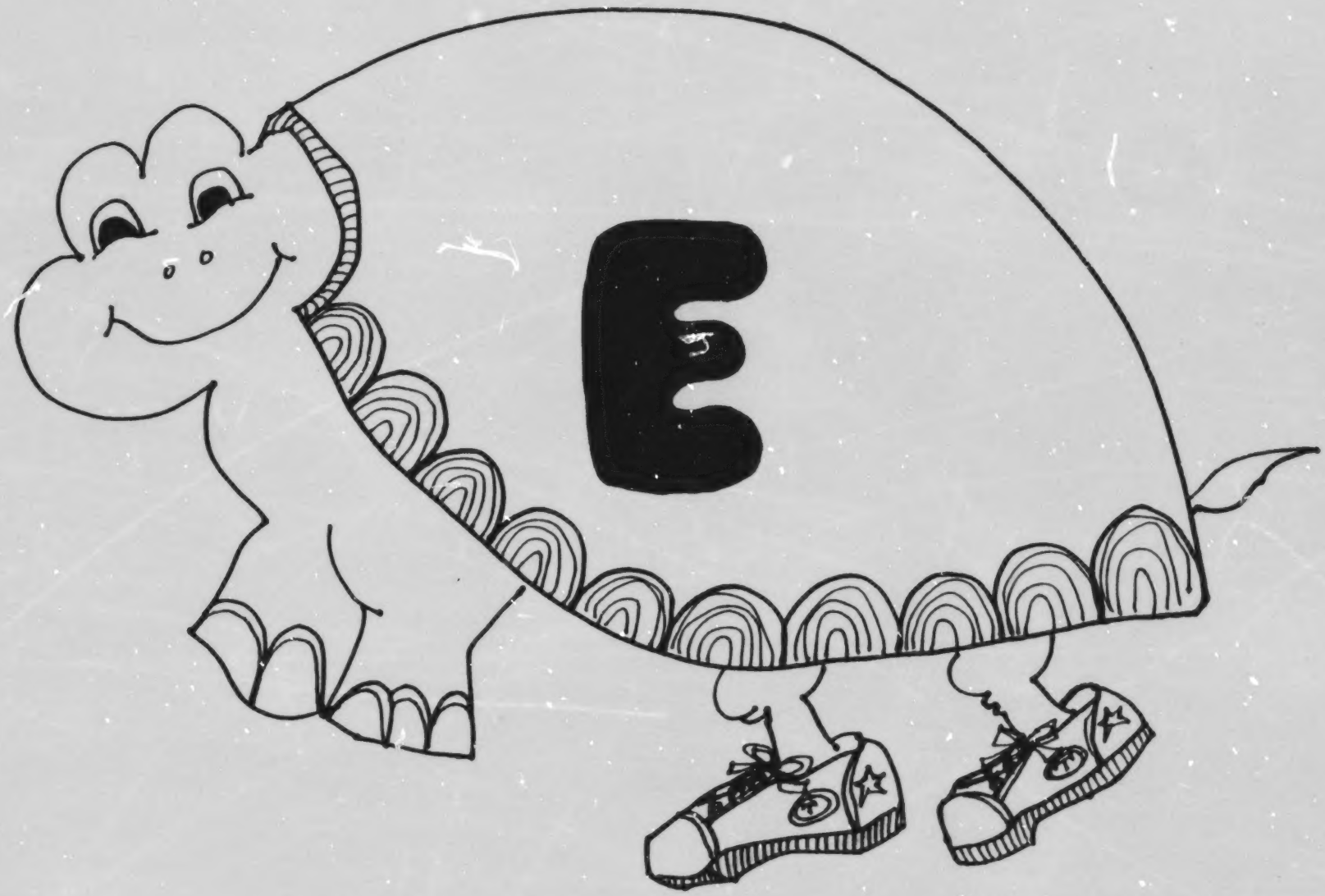
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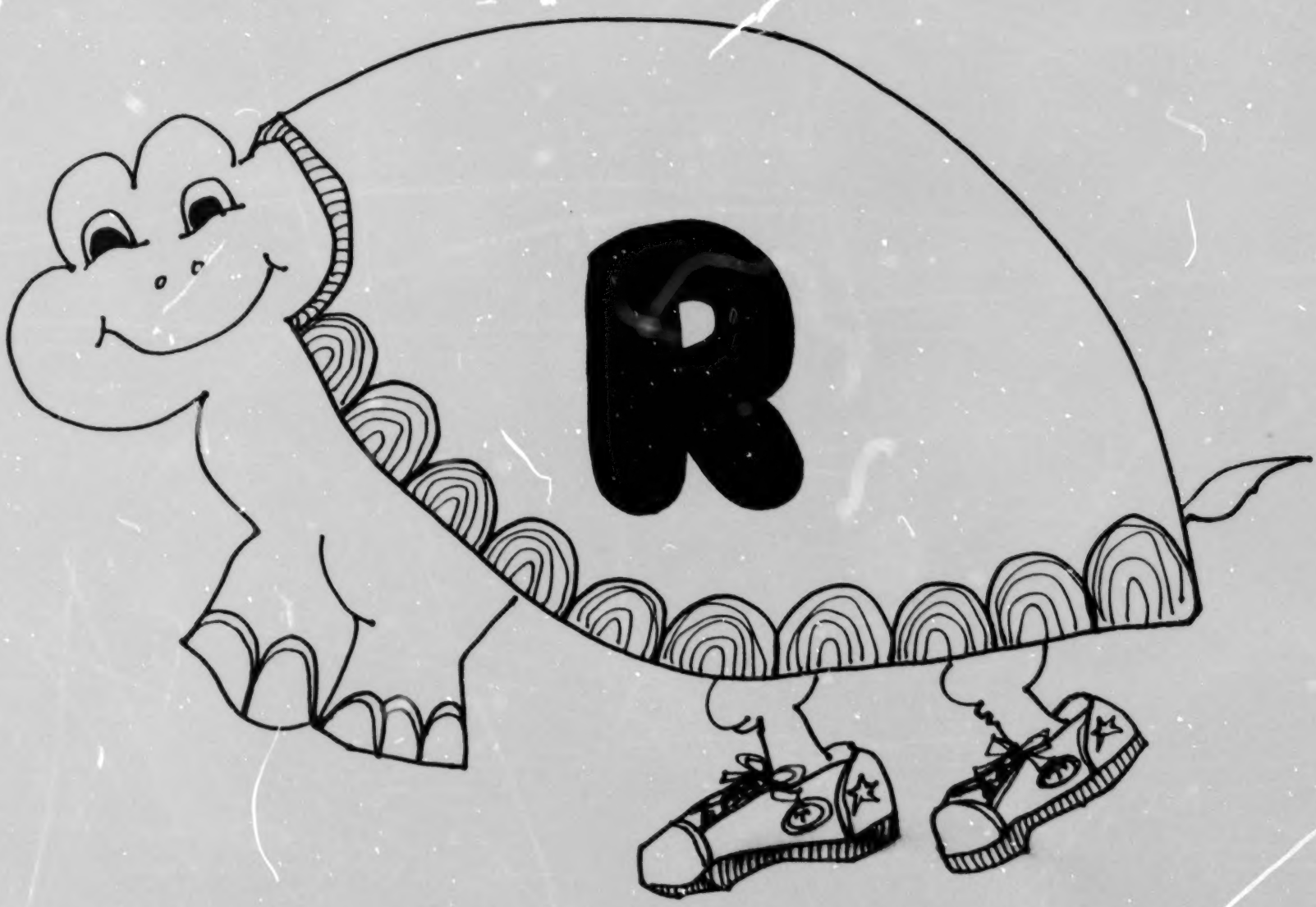
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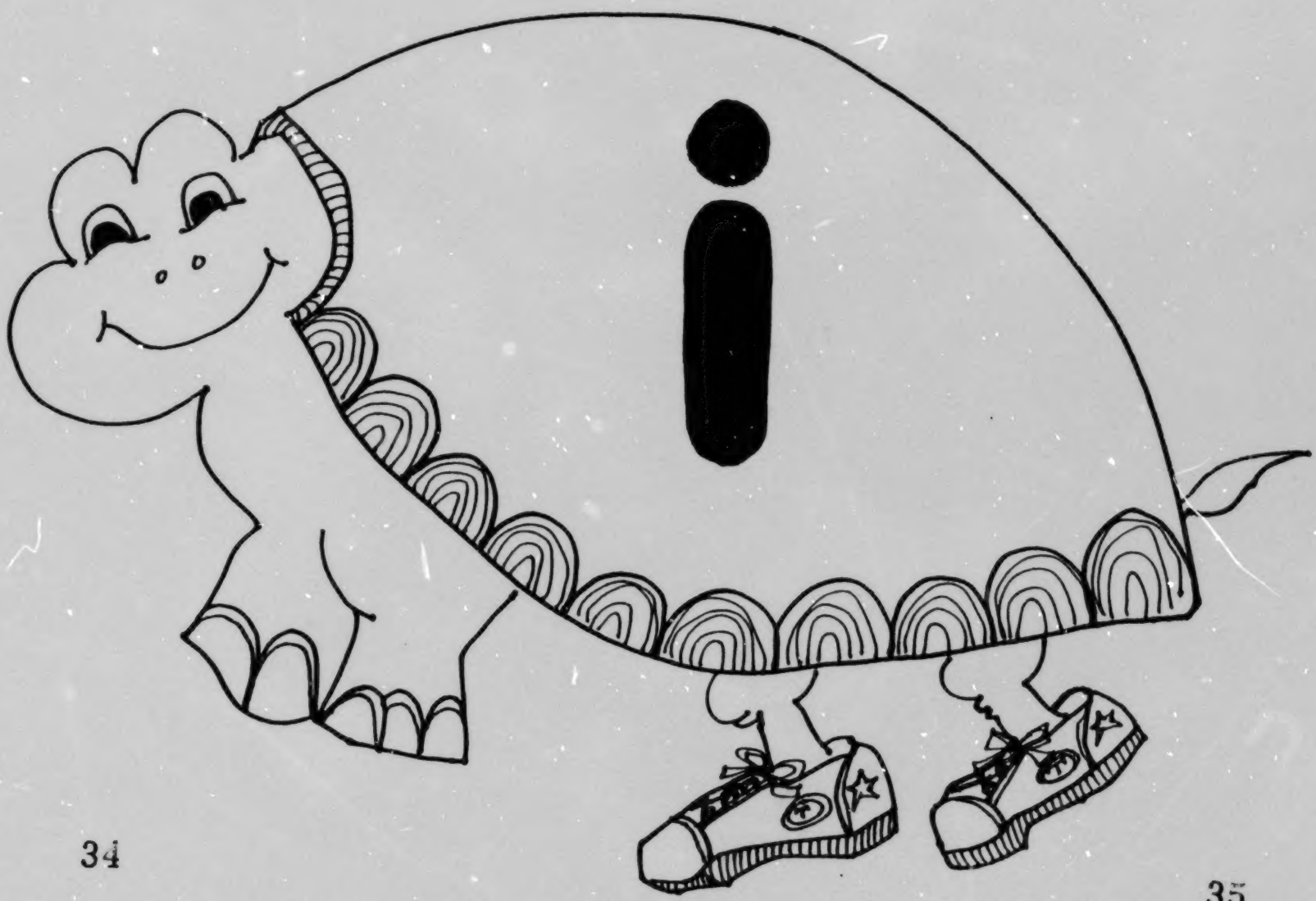

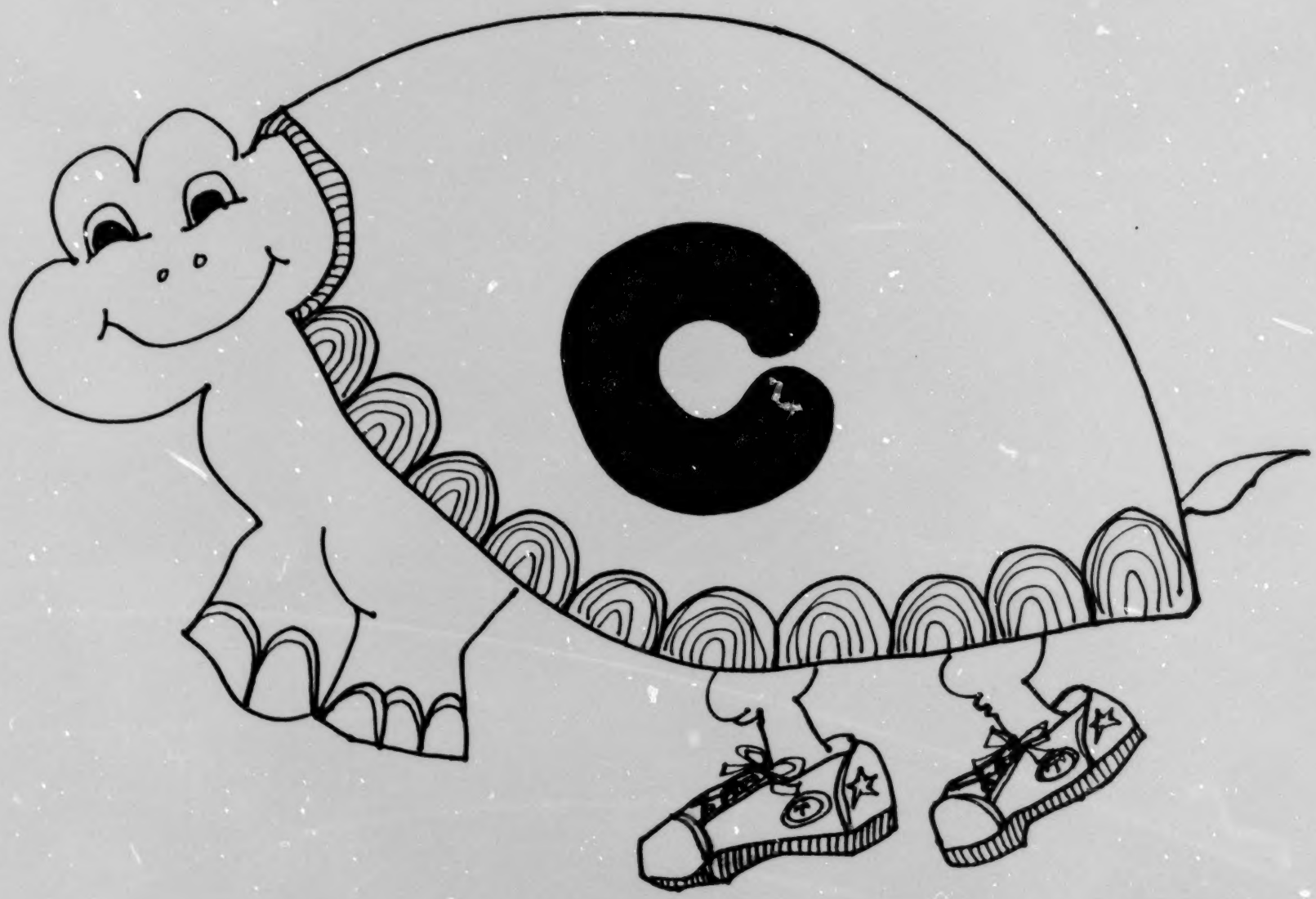
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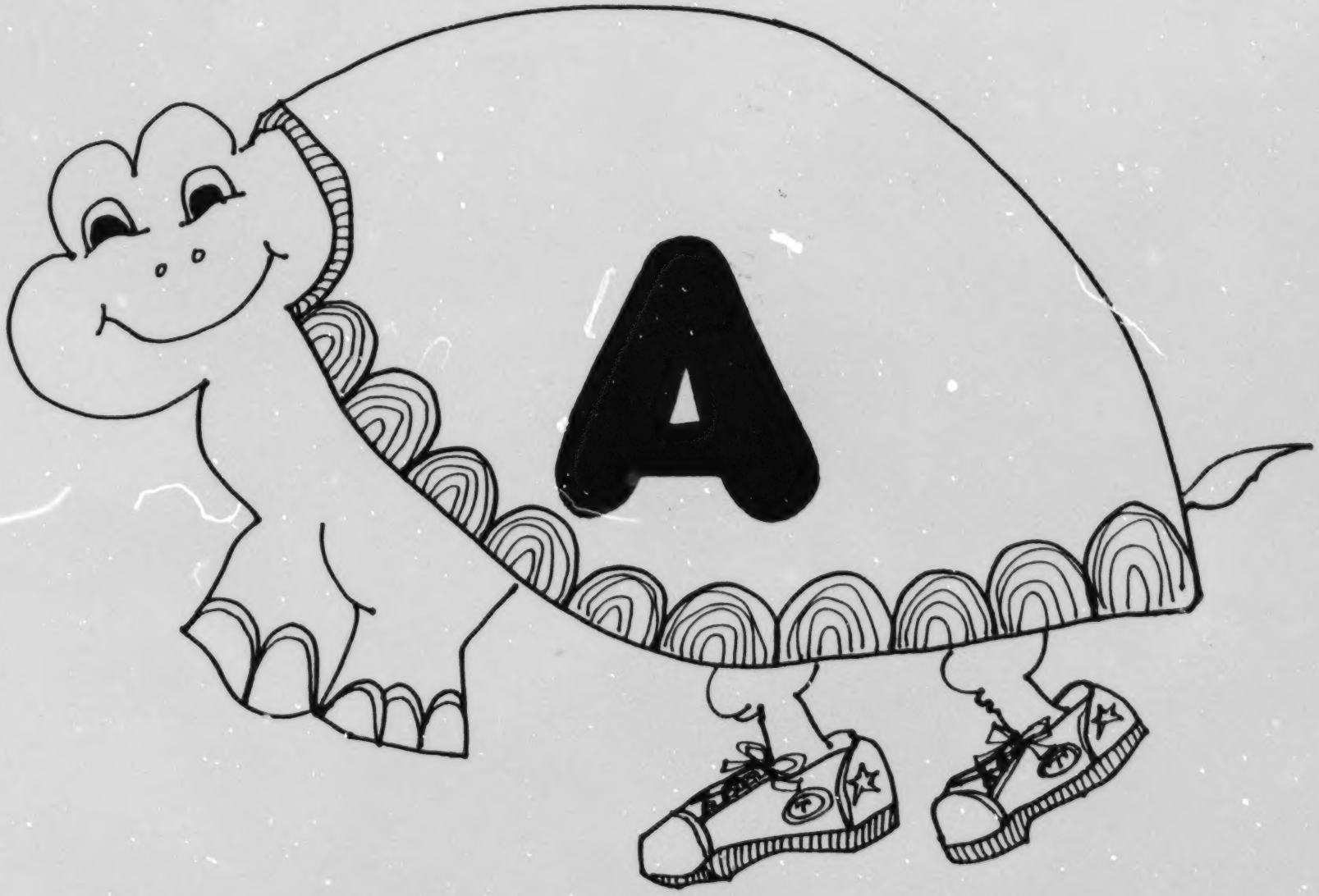
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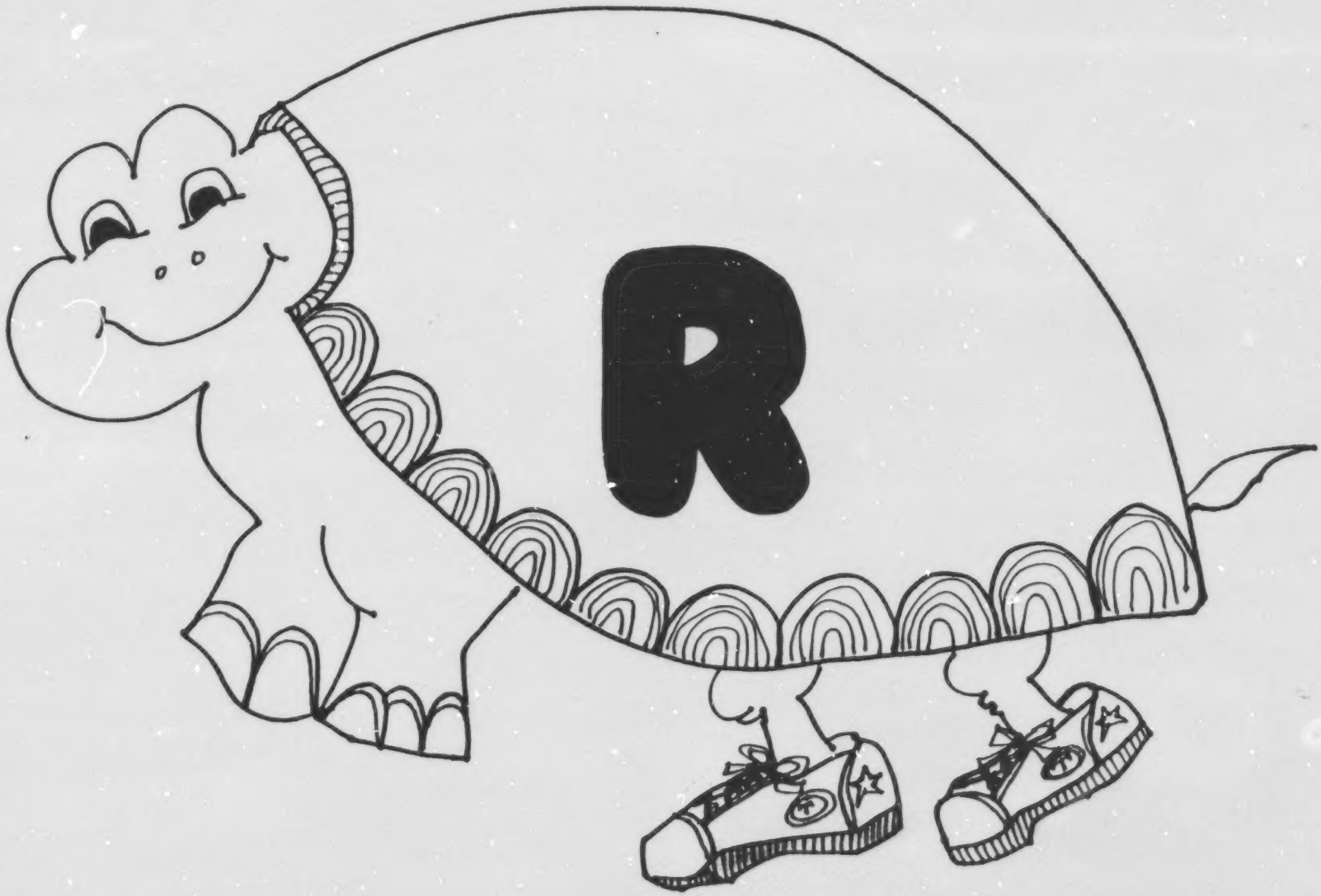
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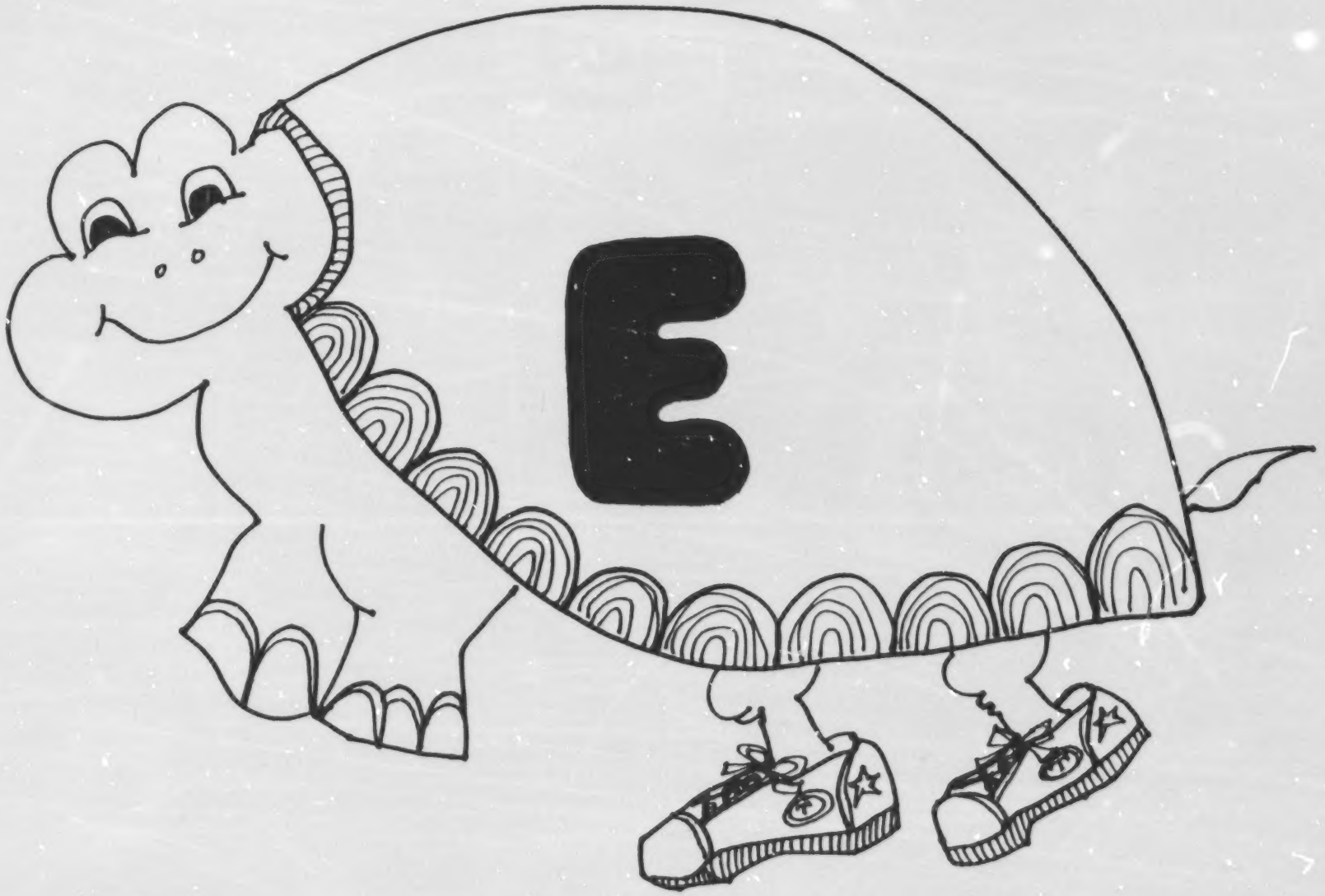
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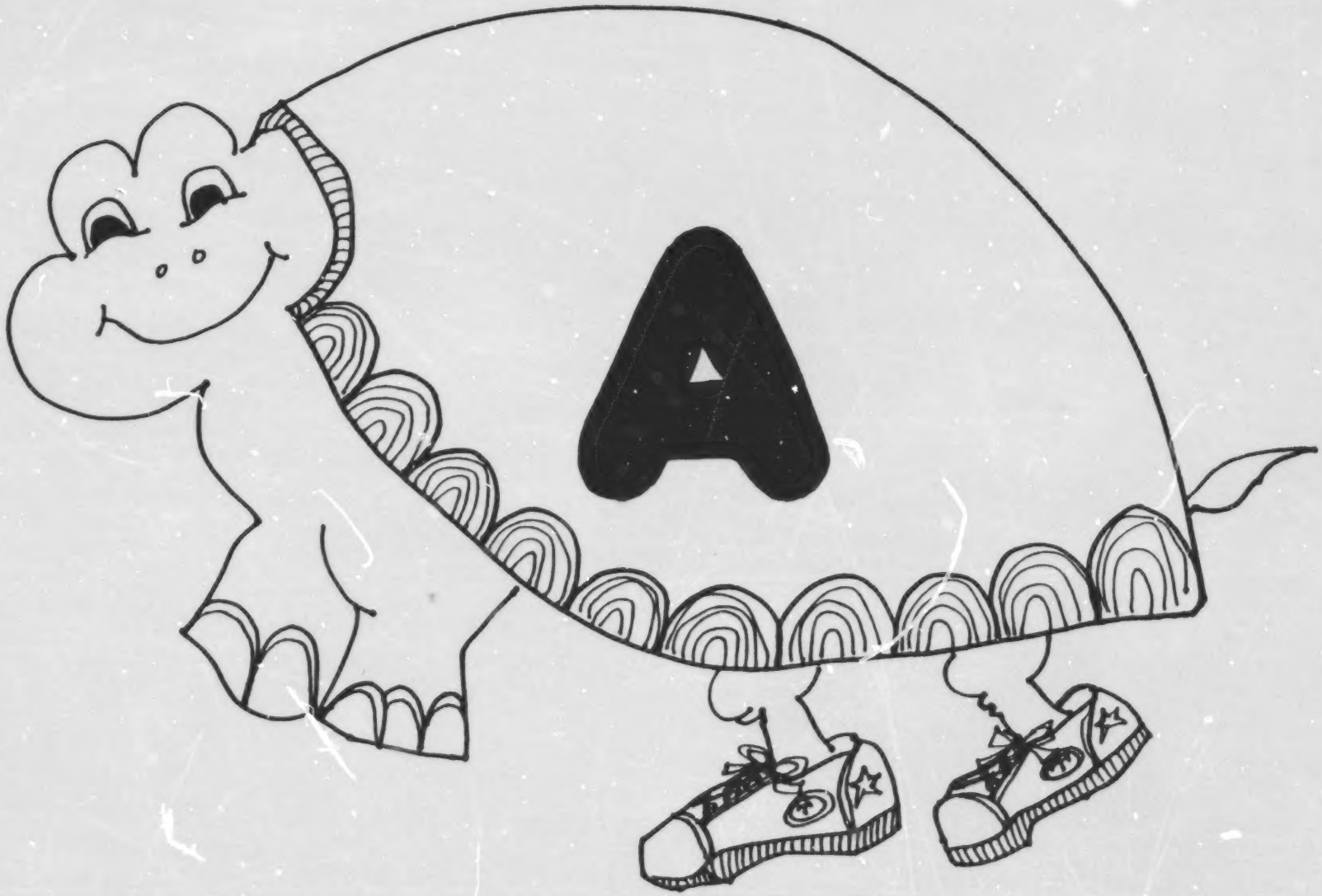
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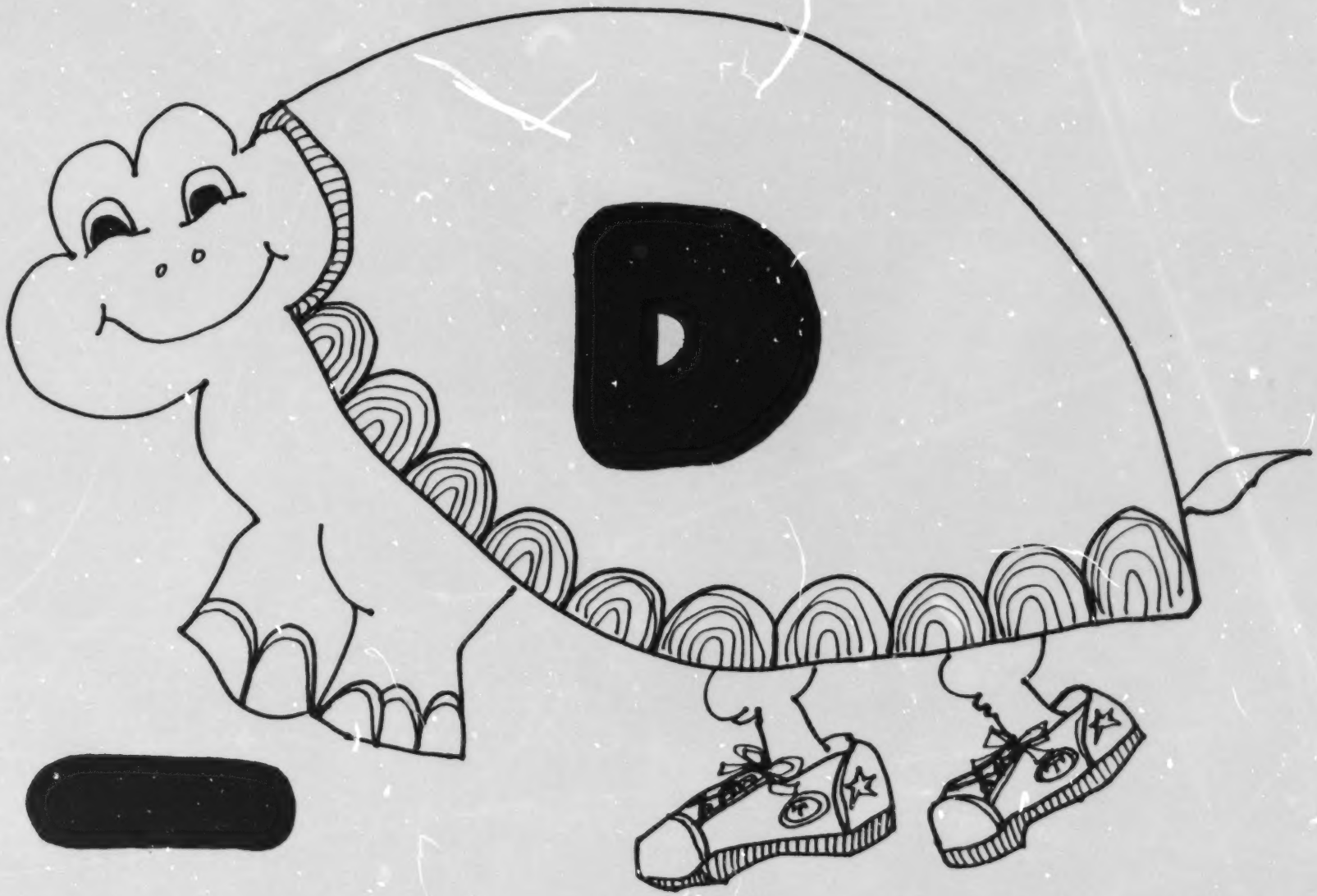
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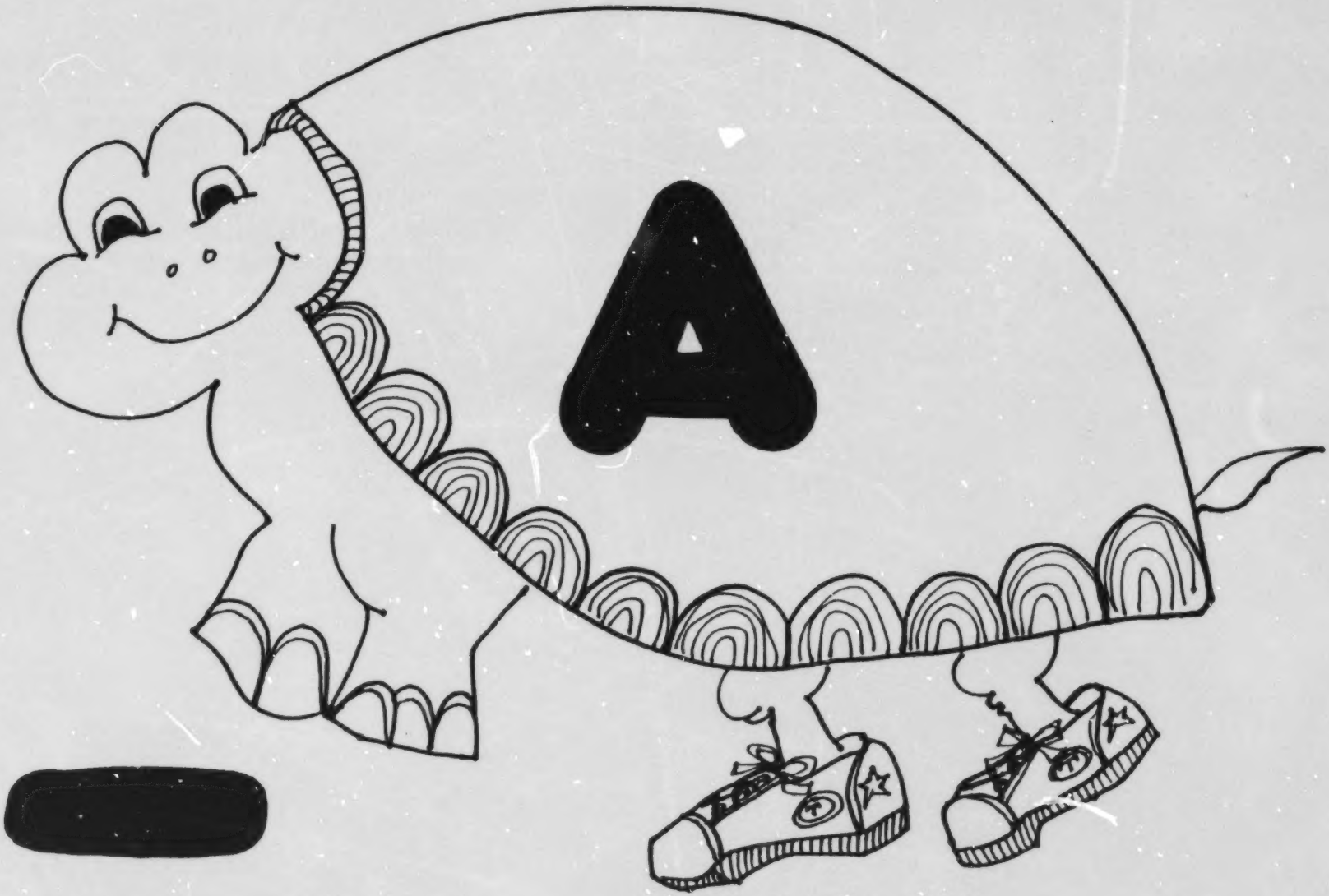
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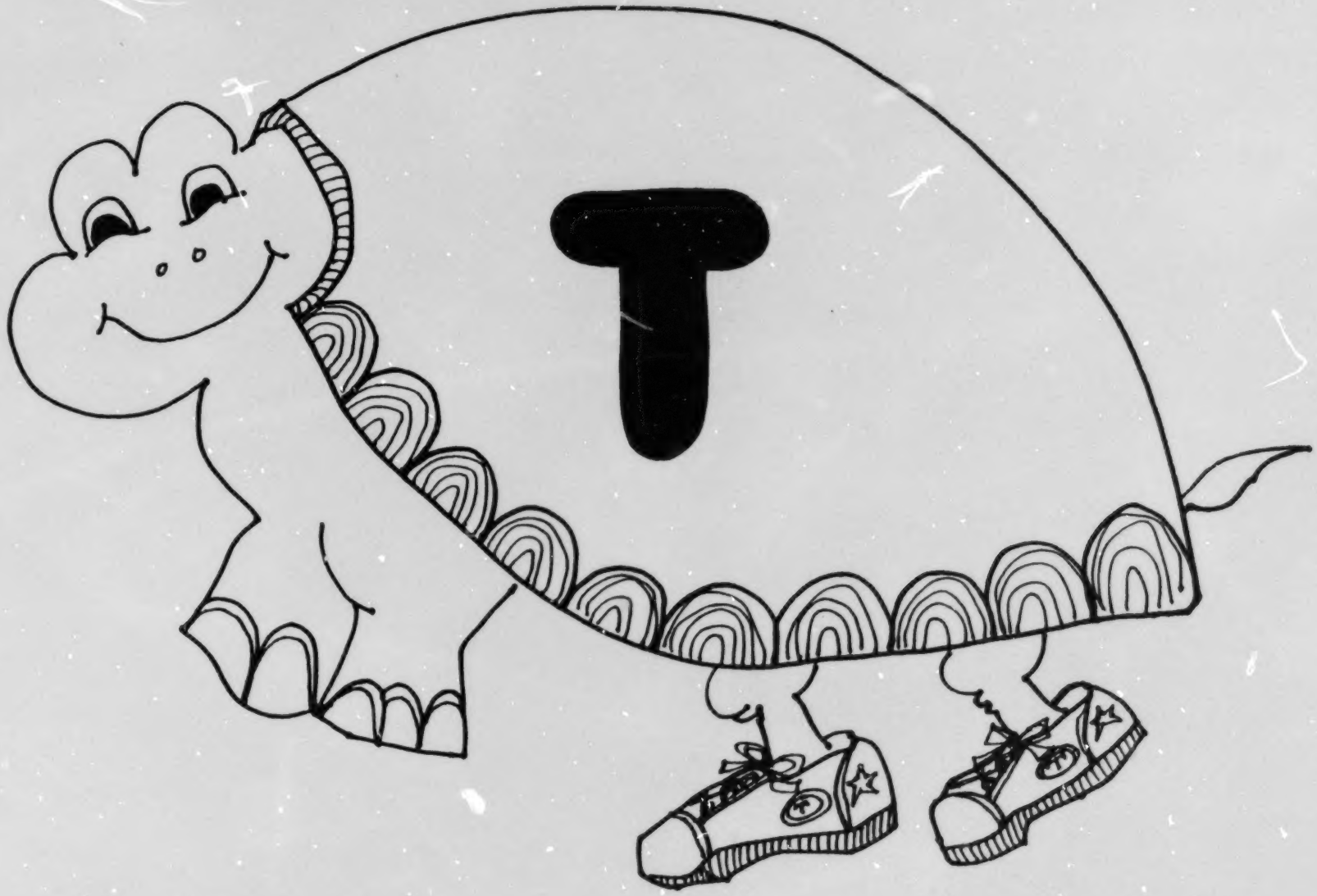
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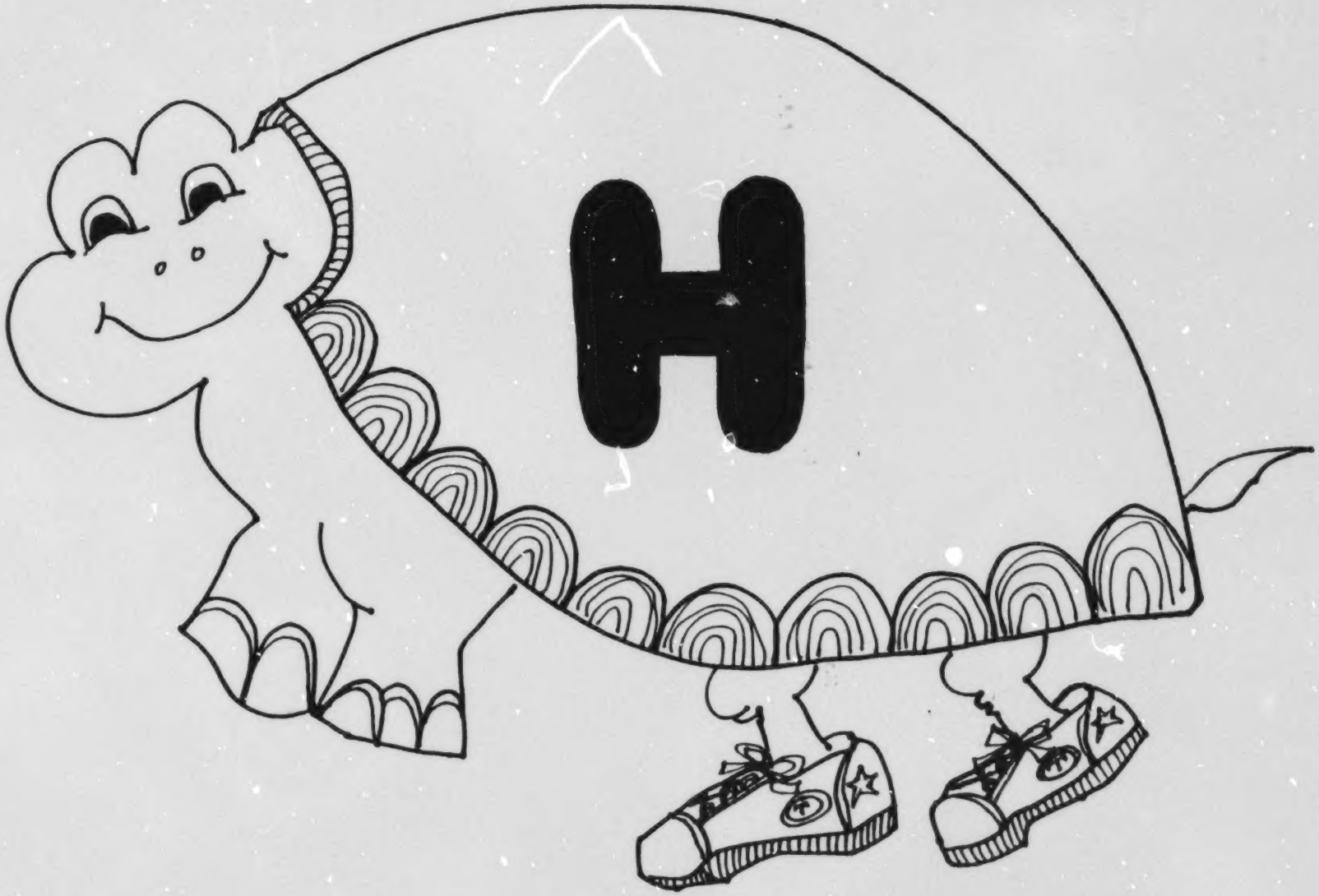
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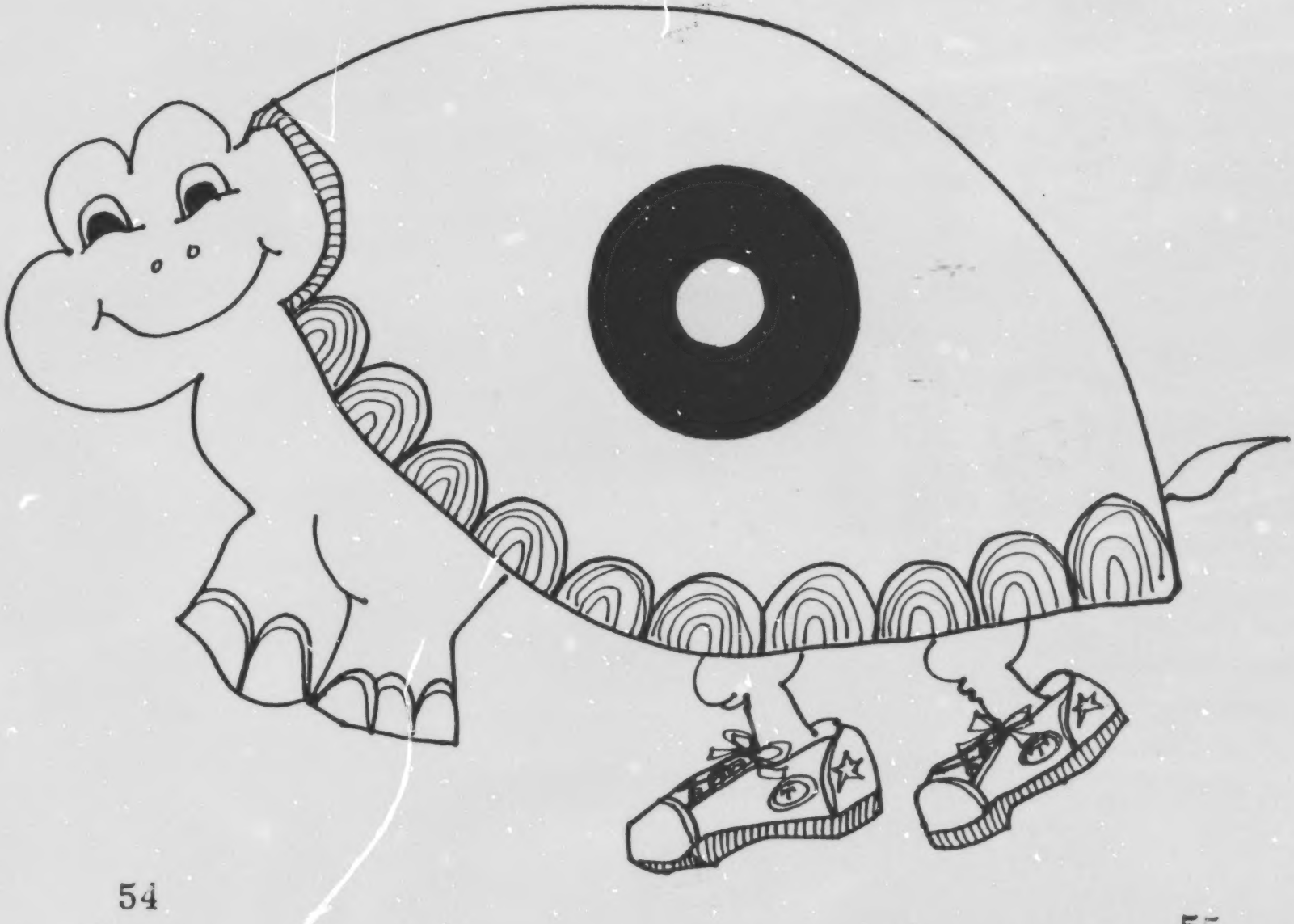

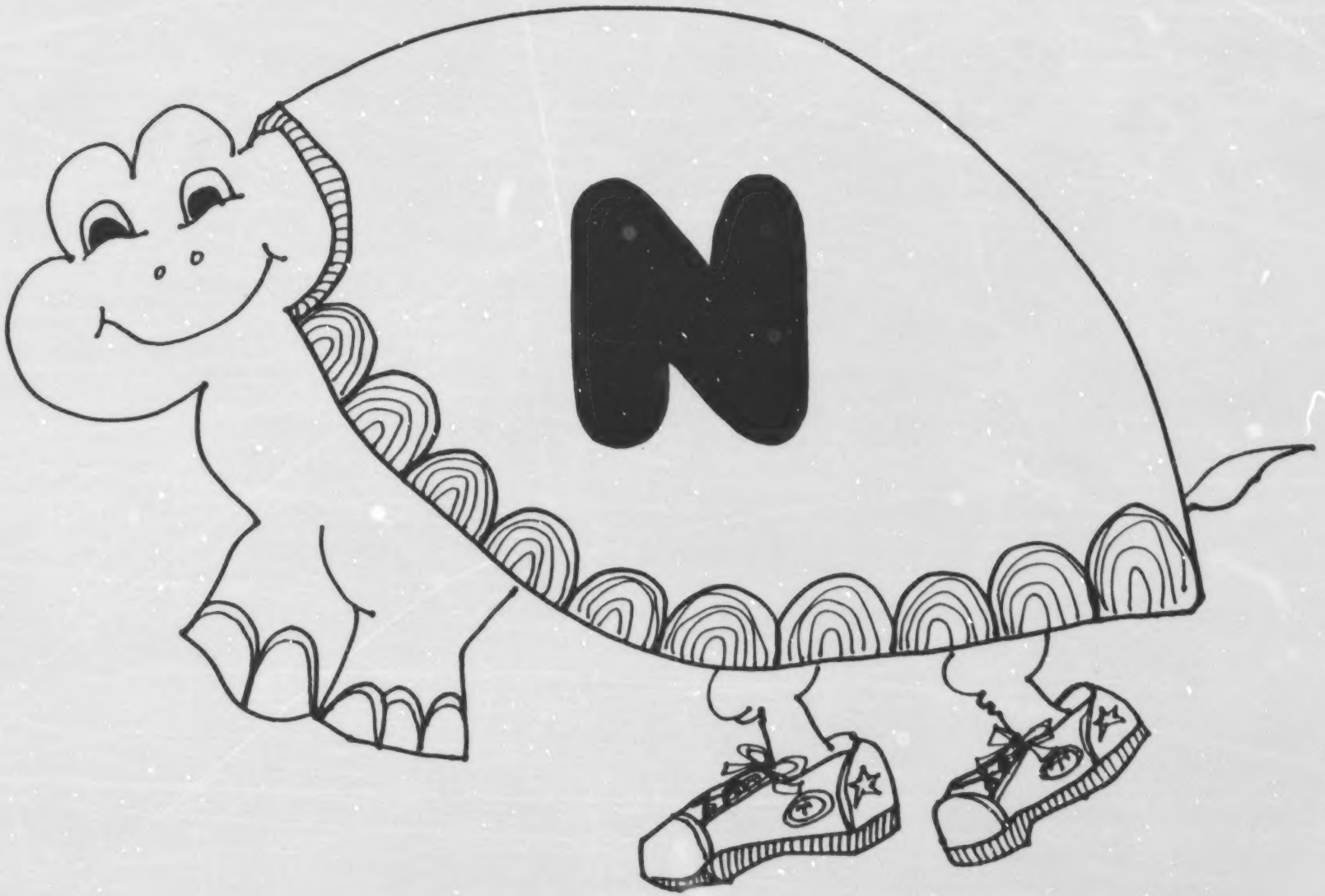
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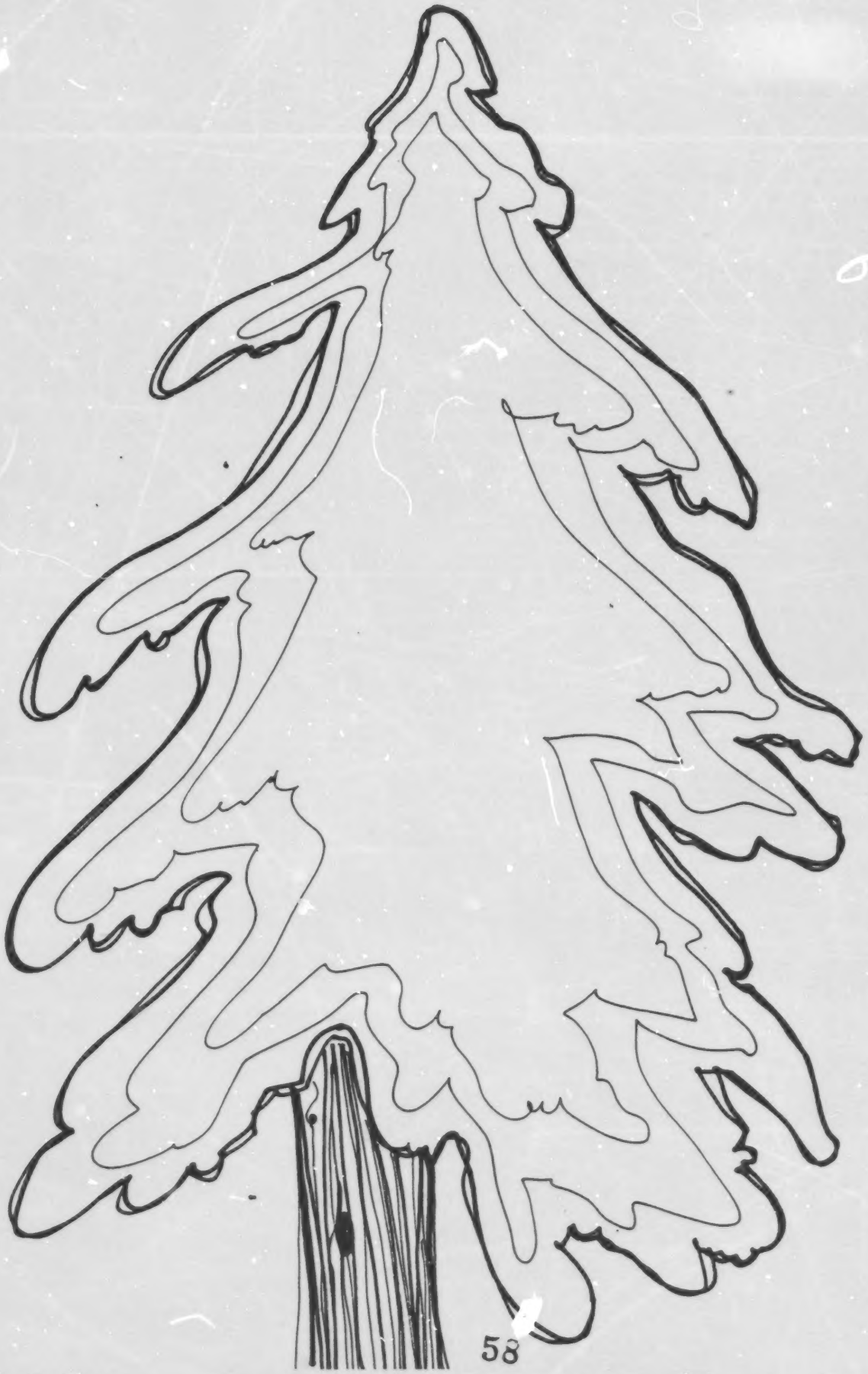
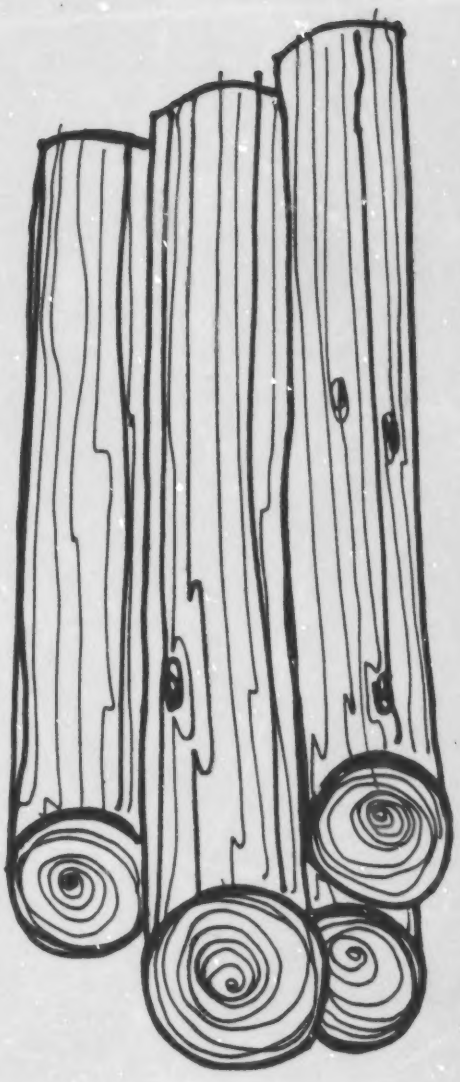


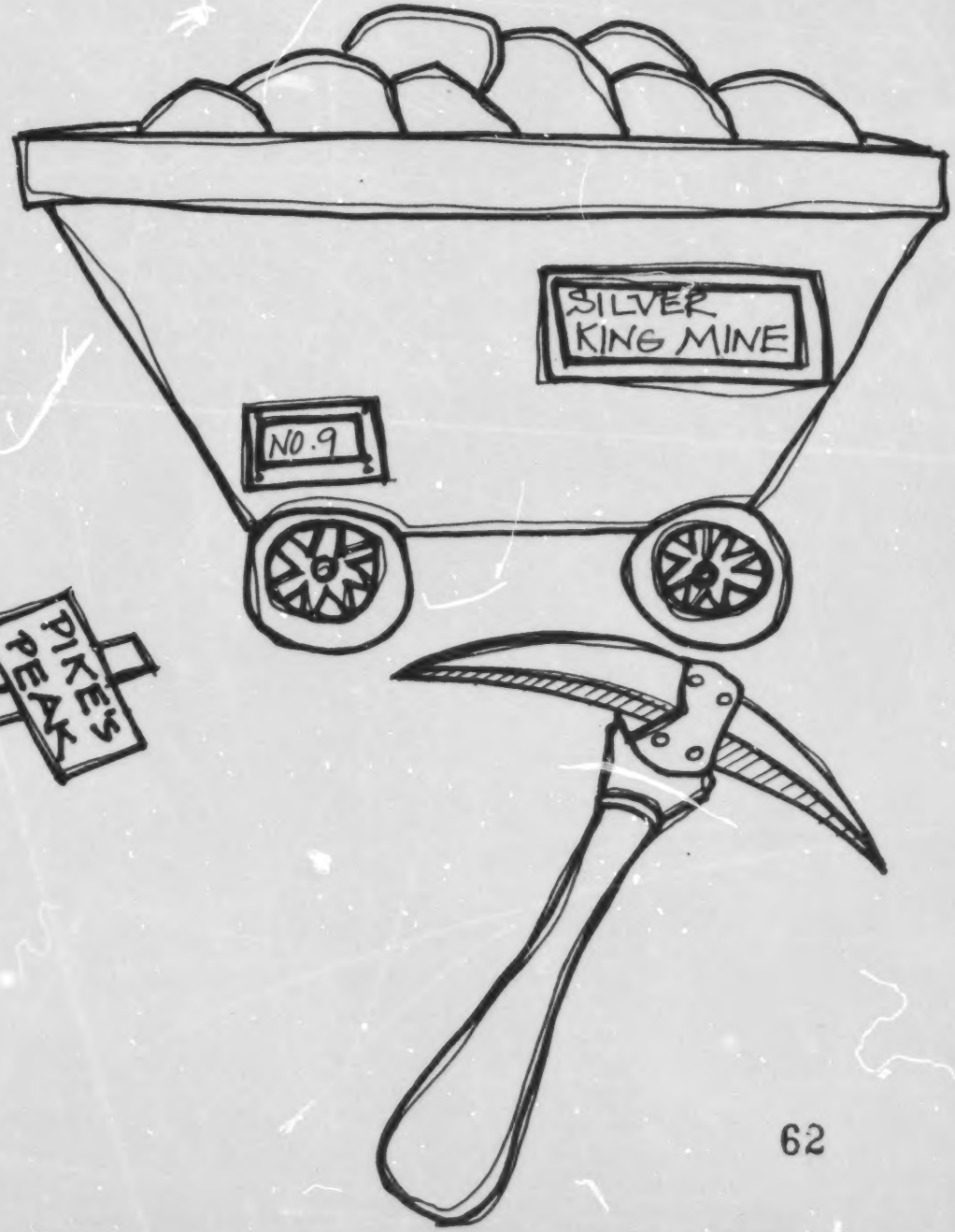


START

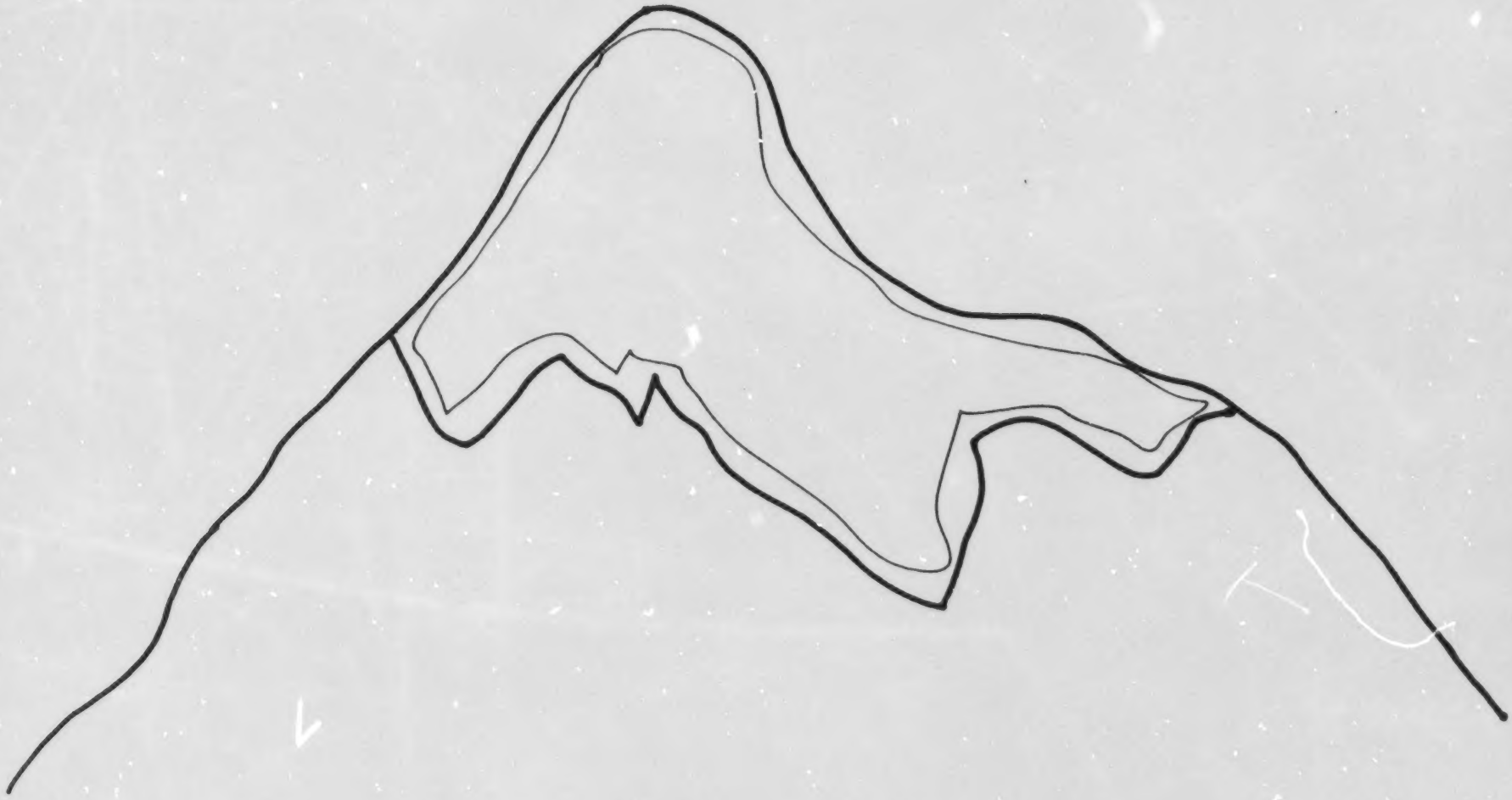
Washington State

COLORADO

61



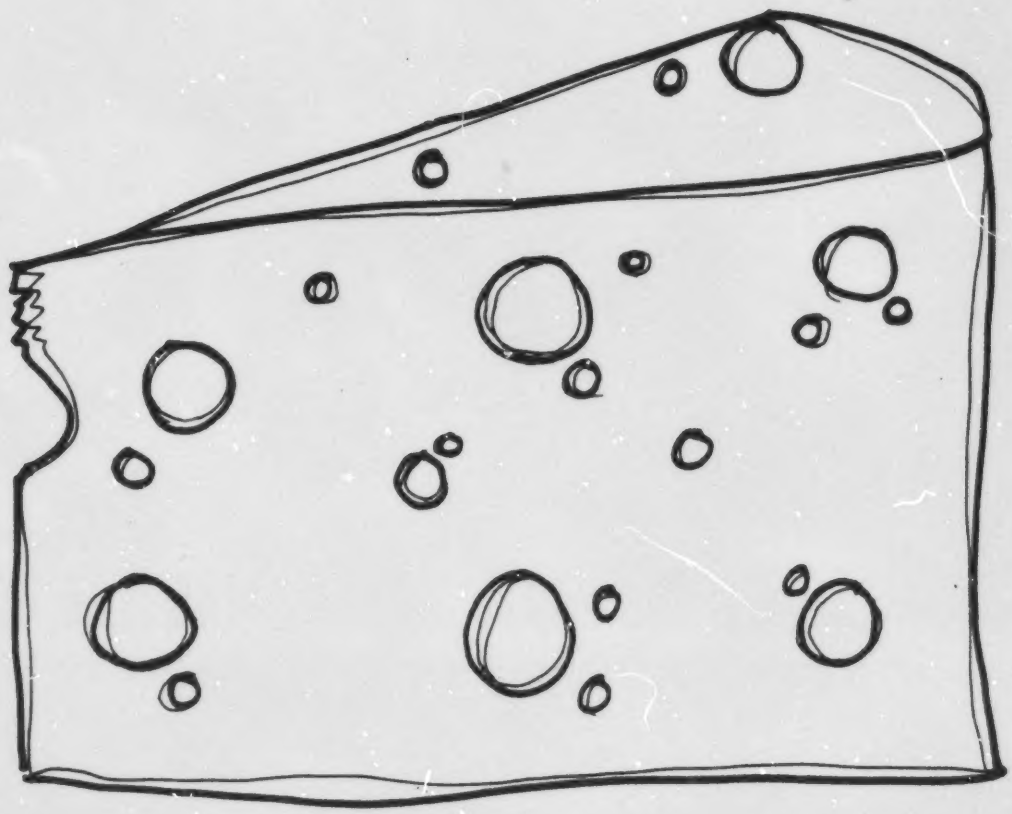
62



63

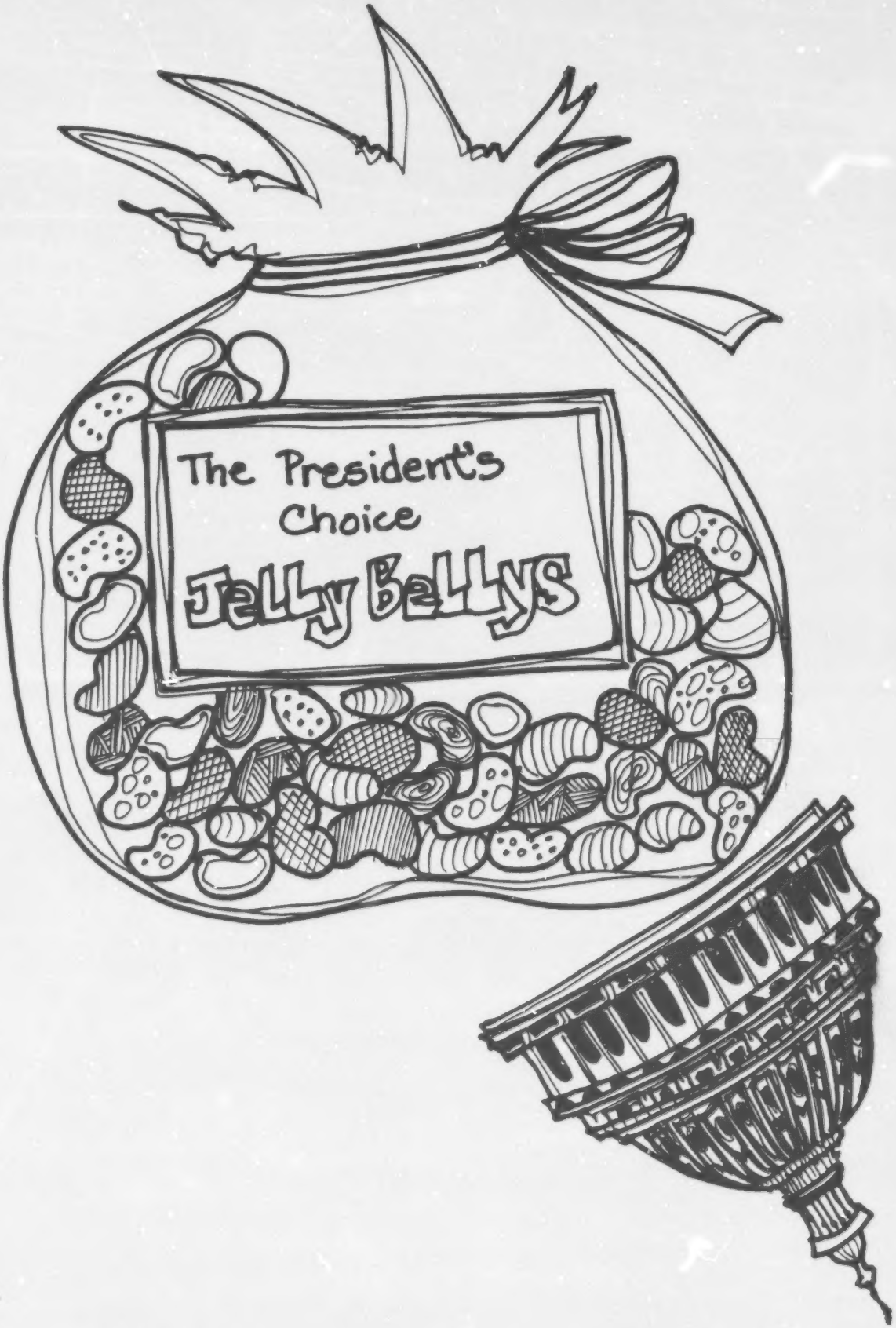
64

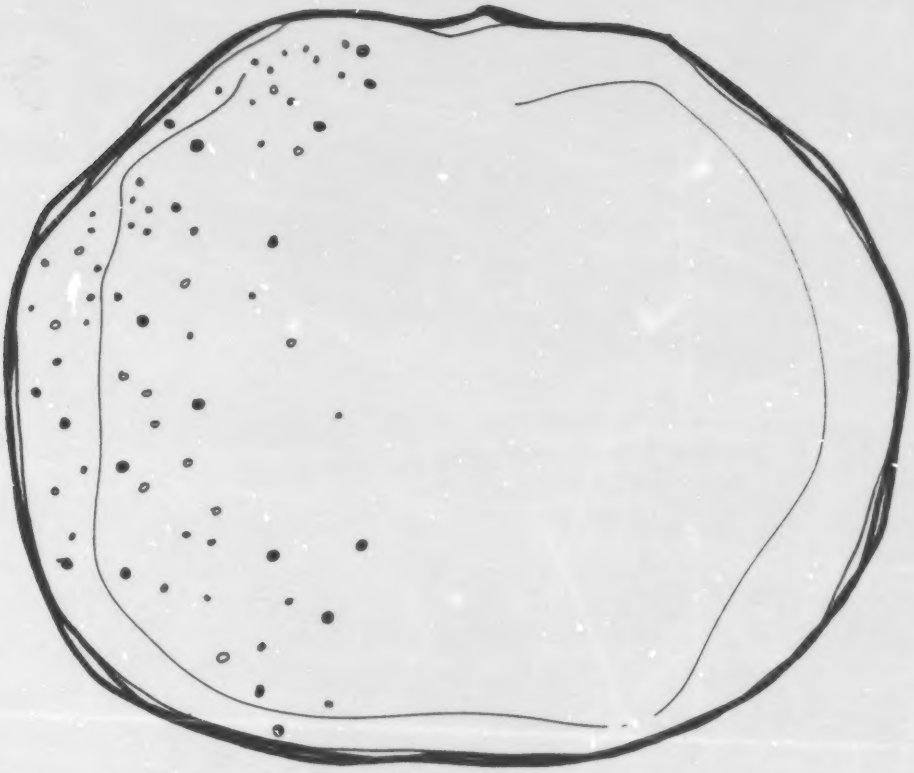
Wisconsin



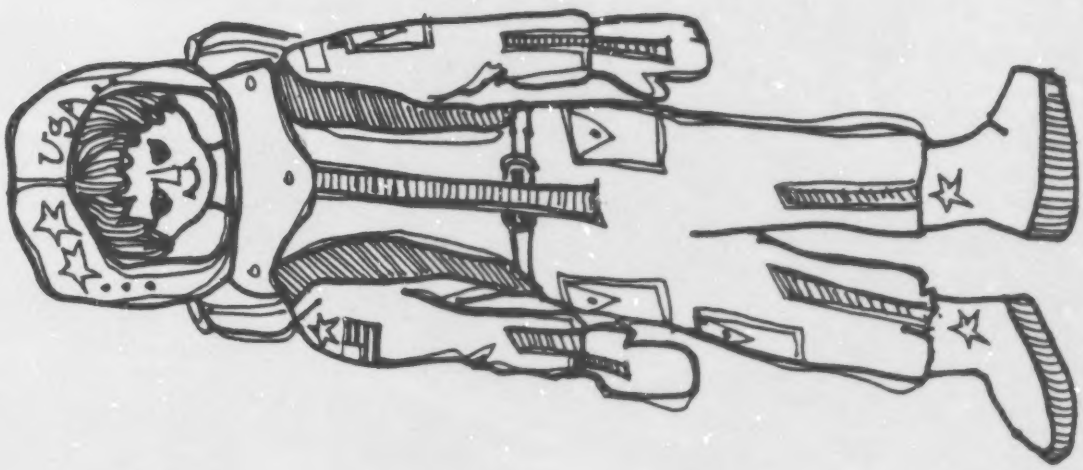
BROWN
DAIRY
2% LOWFAT
MILK

Maine

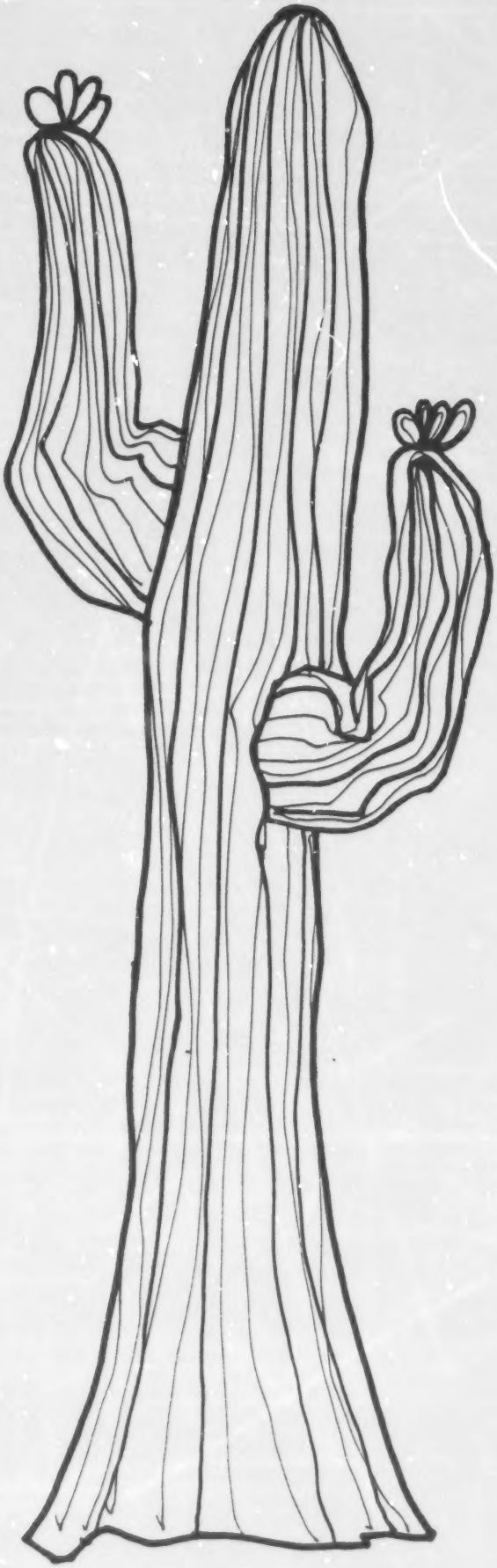

The President's
Choice
Jelly Bellys



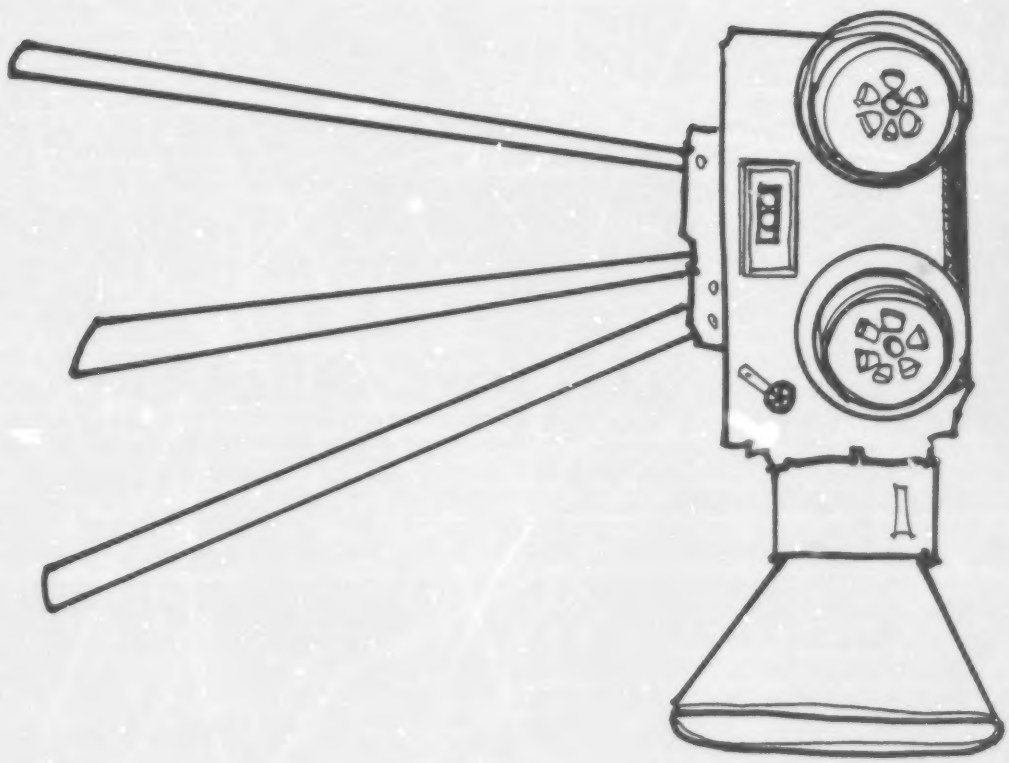
FLORIDA



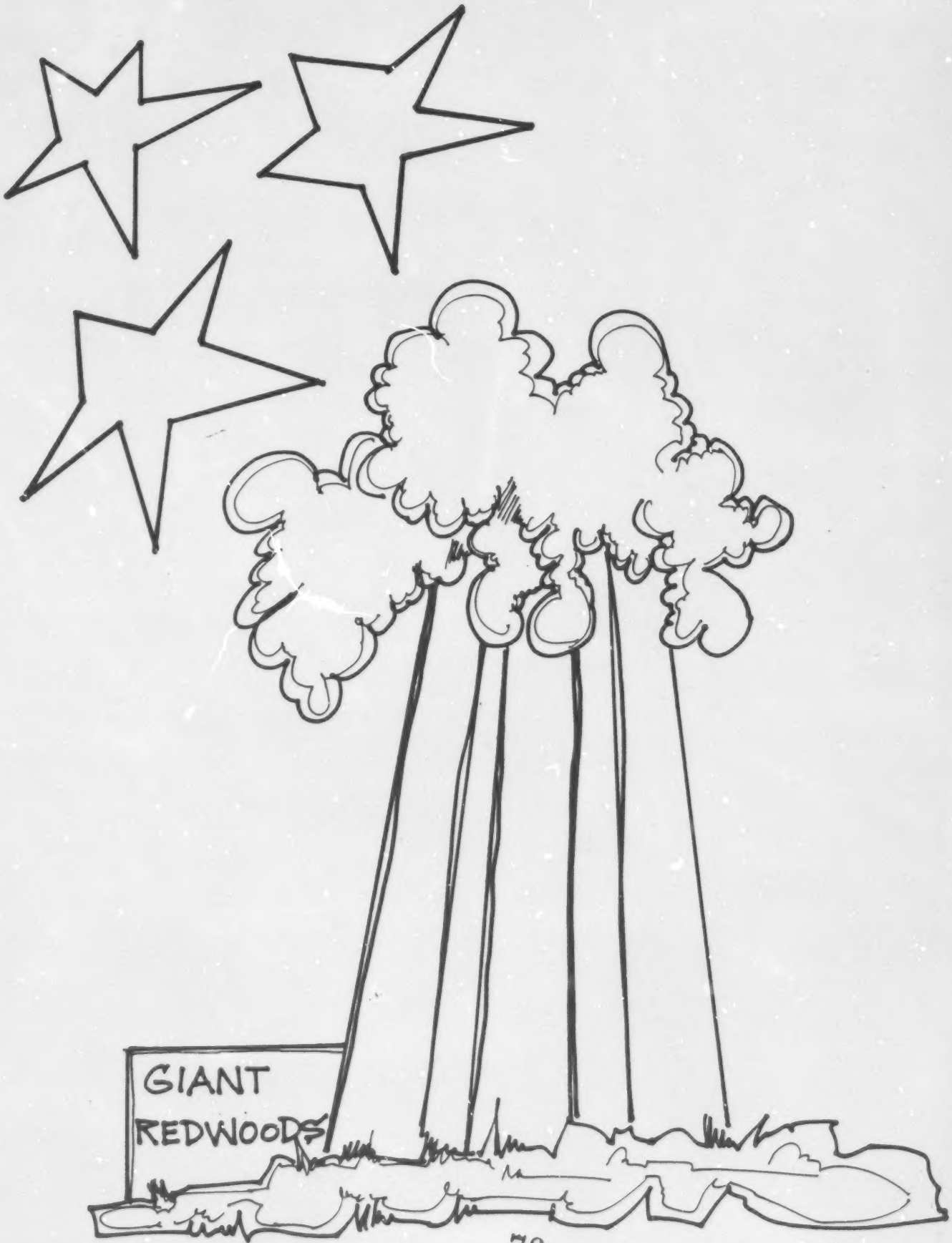
Texas



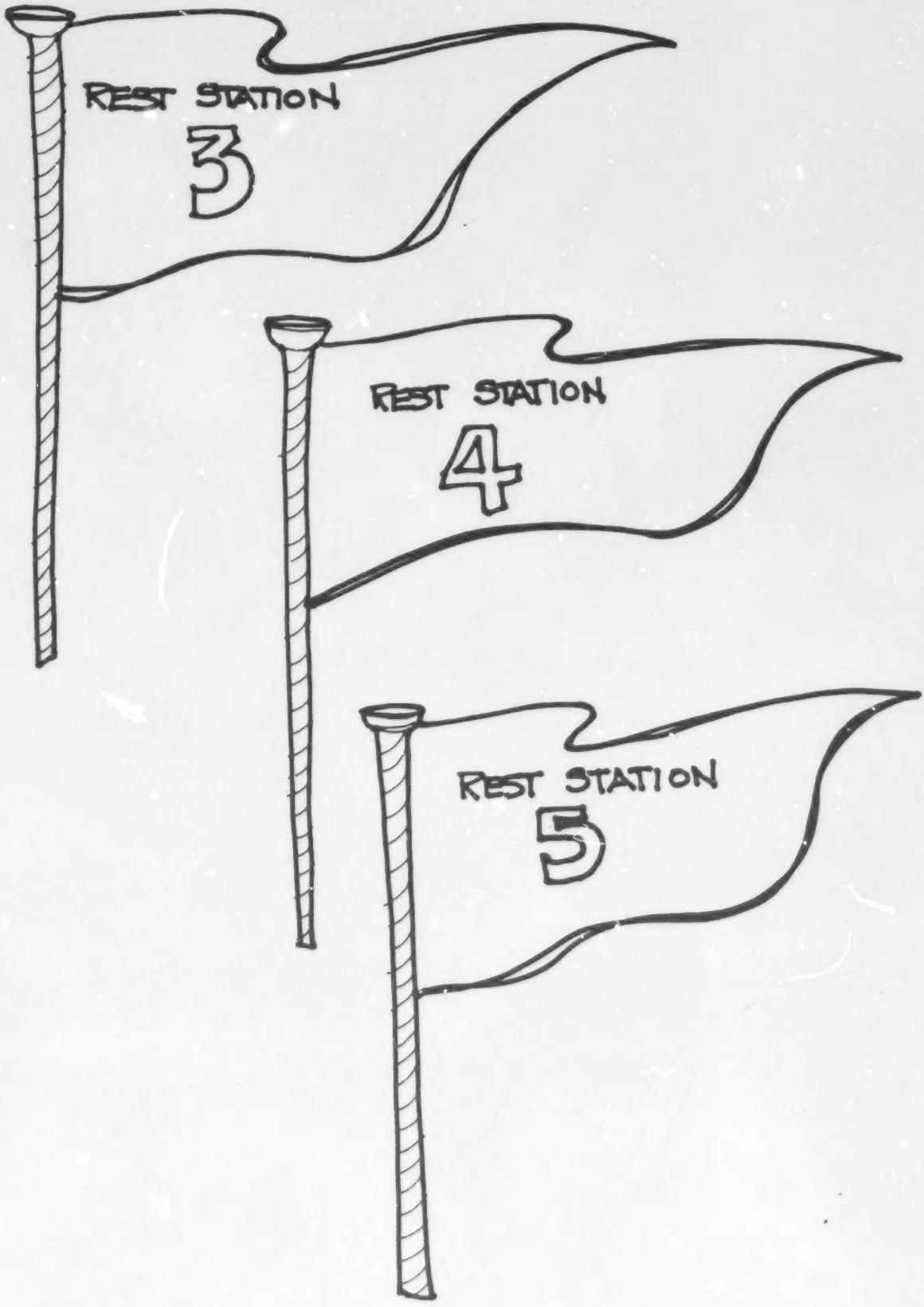
HOLLYWOOD

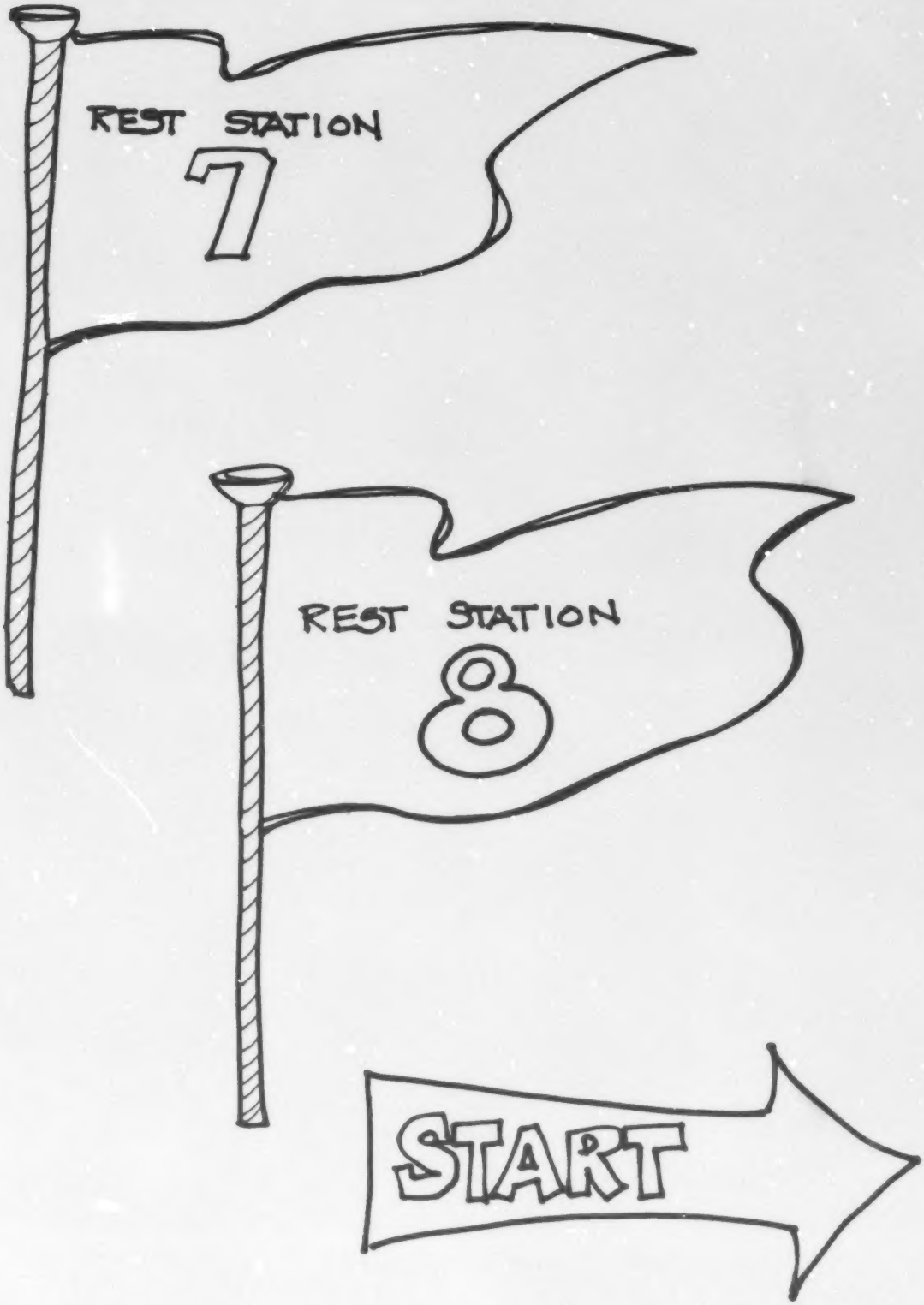


M
40396


GIANT
REDWOODS

FINISH
California
REST STATION
1
2
REST STATION


REST STATION
3
REST STATION
4
REST STATION
5


REST STATION
7
REST STATION
8
START

1 SHEET
300 PAGES

2 SHEETS
600 PAGES

3 SHEETS
900 PAGES

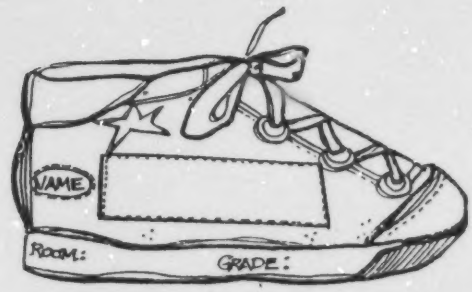
4 SHEETS
1200 PAGES

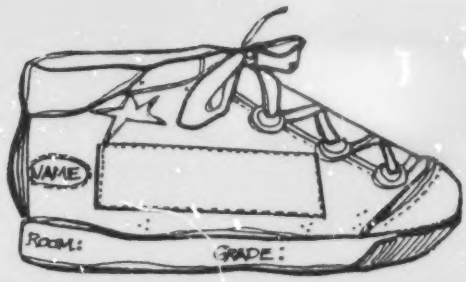
5 SHEETS
1500 PAGES

6 SHEETS
1800 PAGES

7 SHEETS
2100 PAGES

8 SHEETS
2400 PAGES


NAME
ROOM:
GRADE: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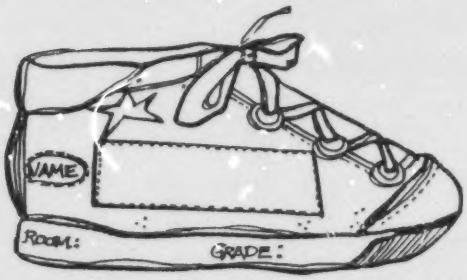
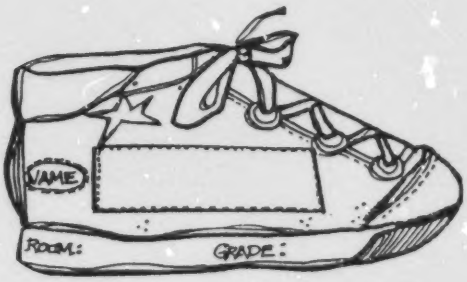
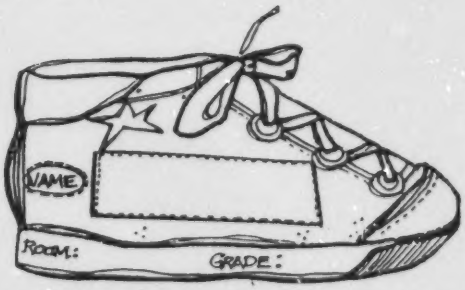
ROOM:
GRADE:

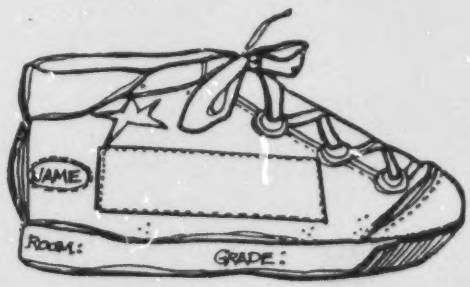

NAME
ROOM:
GRADE:

NAME
ROOM:
GRADE:


NAME
ROOM:
GRADE:

NAME
ROOM:
GRADE:


NAME
ROOM:
GRADE: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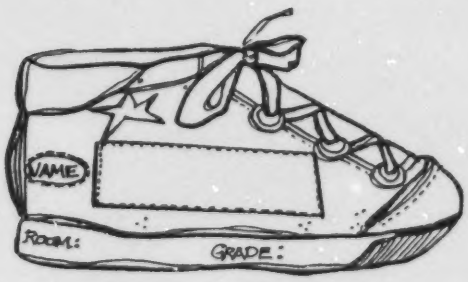
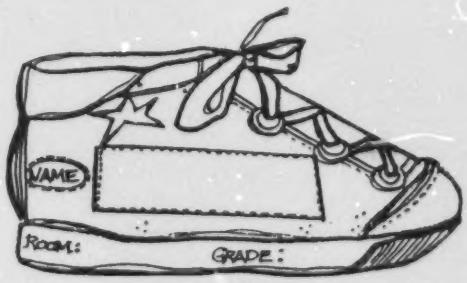
ROOM:
GRADE:


NAME
ROOM:
GRADE: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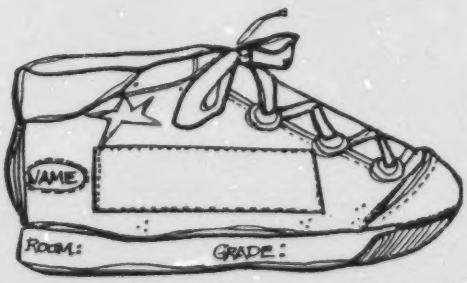
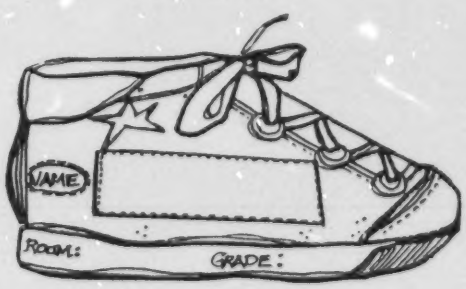
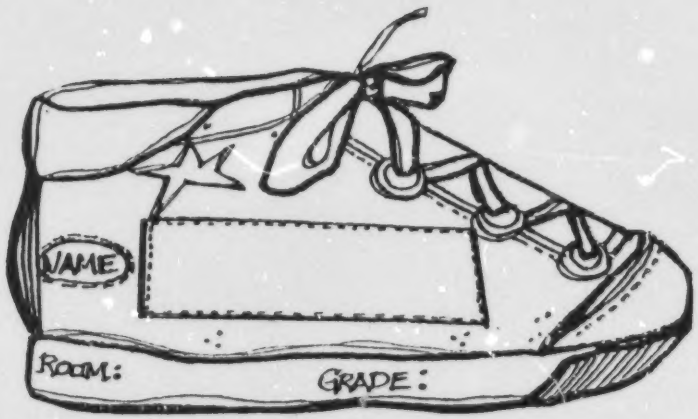
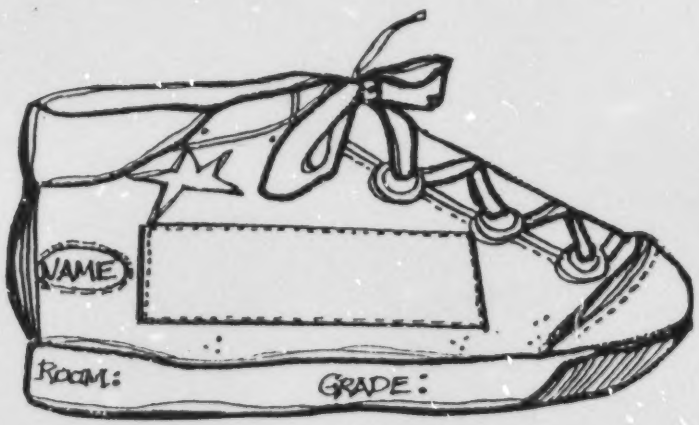
ROOM:
GRADE:


NAME
ROOM:
GRADE:


NAME
ROOM:
GRADE:


NAME
ROOM:
GRADE: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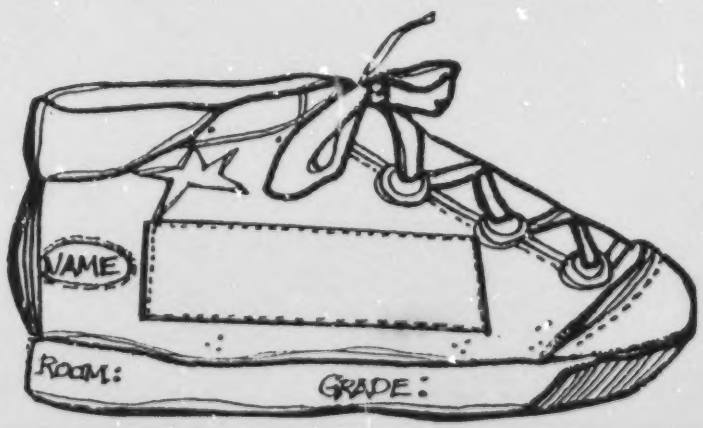
GRADE: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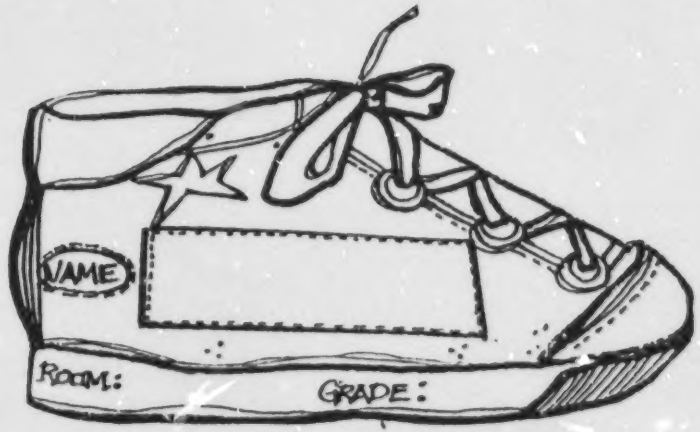
ROOM:
GRADE: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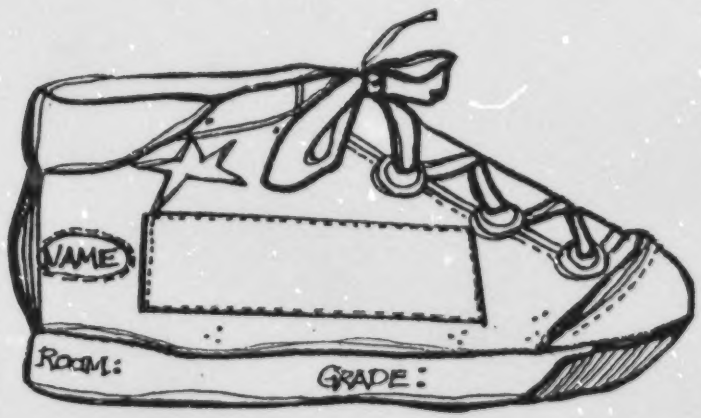
ROOM:
GRADE: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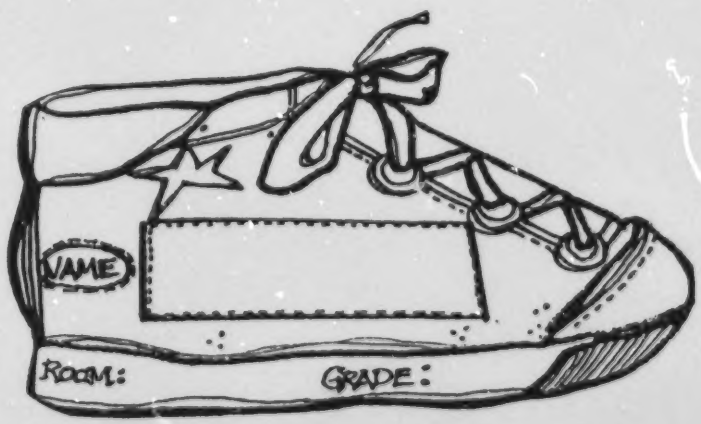
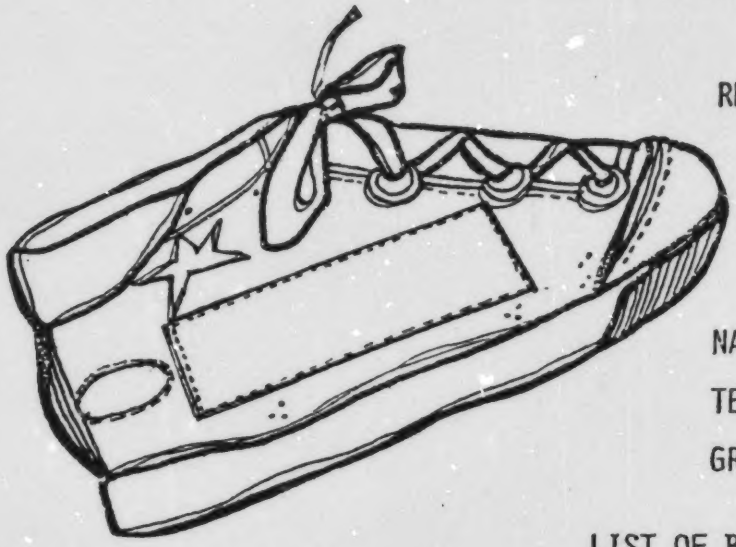
ROOM:
GRADE:


NAME
ROOM:
GRADE:

RECORD SHEETS



READ - A - THON

RECORD SHEET

Grades K - 2

NAME _____

TEACHER _____

GRADE _____

LIST OF BOOKS

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

Please sign if your child has read the above books or you have read them to him or her. Return this sheet only after 15 books have been completed.

PARENT SIGNATURE _____

TEACHER SIGNATURE _____

READ-A-THON RECORD SHEET - Grades 3 - 6

Name _____ Teacher _____

Please circle the type of book read. Grade _____

Adventure Poetry Legends, Myths, Fables Mystery, Science Fiction

Animals Sports Famous People Newbery

Name of books read:

1. _____ Pages _____
2. _____ Pages _____
3. _____ Pages _____
4. _____ Pages _____

My child has read the above books

_____
PARENT SIGNATURE - DATE

The above books are appropriate for this child's reading level

_____
TEACHER SIGNATURE

READ-A-THON RECORD SHEET - Grades 3 - 6

Name _____ Teacher _____

Please circle the type of book read. Grade _____

Adventure Poetry Legends, Myths, Fables Mystery, Science Fiction

Animals Sports Famous People Newbery

Name of books read:

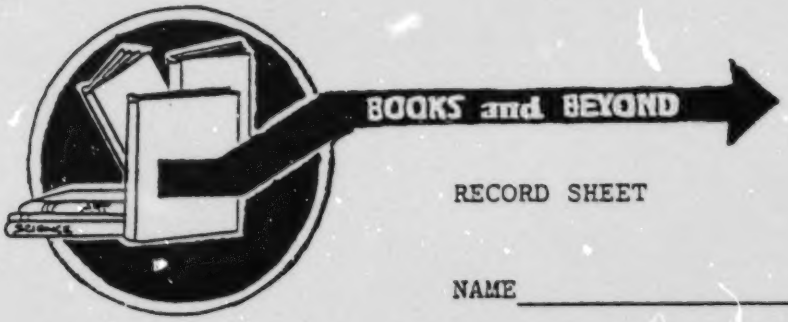
1. _____ Pages _____
2. _____ Pages _____
3. _____ Pages _____
4. _____ Pages _____

My child has read the above books

_____
PARENT SIGNATURE - DATE

The above books are appropriate for this child's reading level

_____
TEACHER SIGNATURE



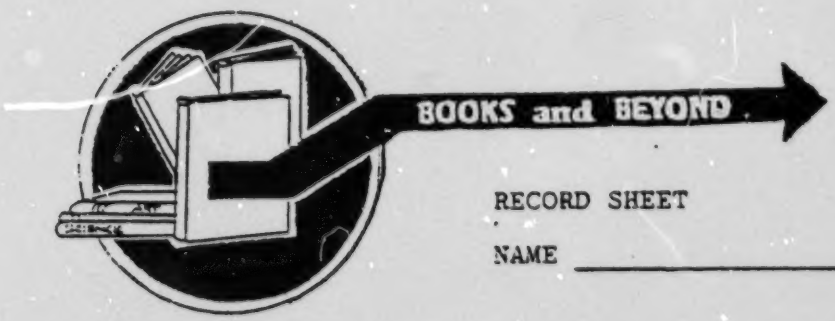
RECORD SHEET

NAME _____

☐ Parent ☐ Sibling ☐ Staff

Books read:

1. _____
2. _____
3. _____
4. _____
5. _____



RECORD SHEET

NAME _____

☐ Parent ☐ Sibling ☐ Staff

Books read:

1. _____
2. _____
3. _____
4. _____
5. _____

JOG AMERICA
READ-A-THON

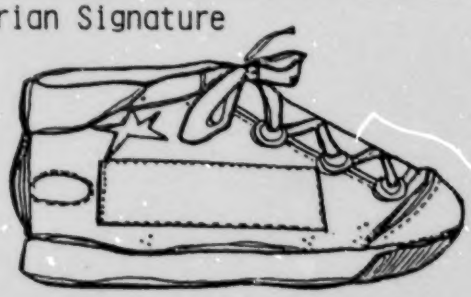
I have visited the Public Library

NAME _____

Grade _____ Room _____

_____

Librarian Signature



JOG AMERICA
READ-A-THON

I have visited the Public Library

NAME _____

Grade _____ Room _____

_____

Librarian Signature

JOG AMERICA
READ-A-THON

I have visited the Public Library

NAME _____

Grade _____ Room _____

_____

Librarian Signature

JOG AMERICA
READ-A-THON

I have visited the Public Library

NAME _____

Grade _____ Room _____

_____

Librarian Signature

NAME _____

Record Sheet	Total Pages

NAMES:	SHEETS TURNED IN																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1																					1
2																					2
3																					3
4																					4
5																					5
6																					6
7																					7
8																					8
9																					9
10																					1(
11																					1
12																					1
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15																					1
16																					1
17																					1
18																					:
19																					1
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34																					3
35																					3
36																					3
37																					3
38																					3

PAGES READ

NAMES:

	300	600	900	1200	1500	1800	2100	2400	2700	3000	3300	3600	3900	4200	4500	4800	5100	5400	5700	6000	
1																					1
2																					2
3																					3
4																					4
5																					5
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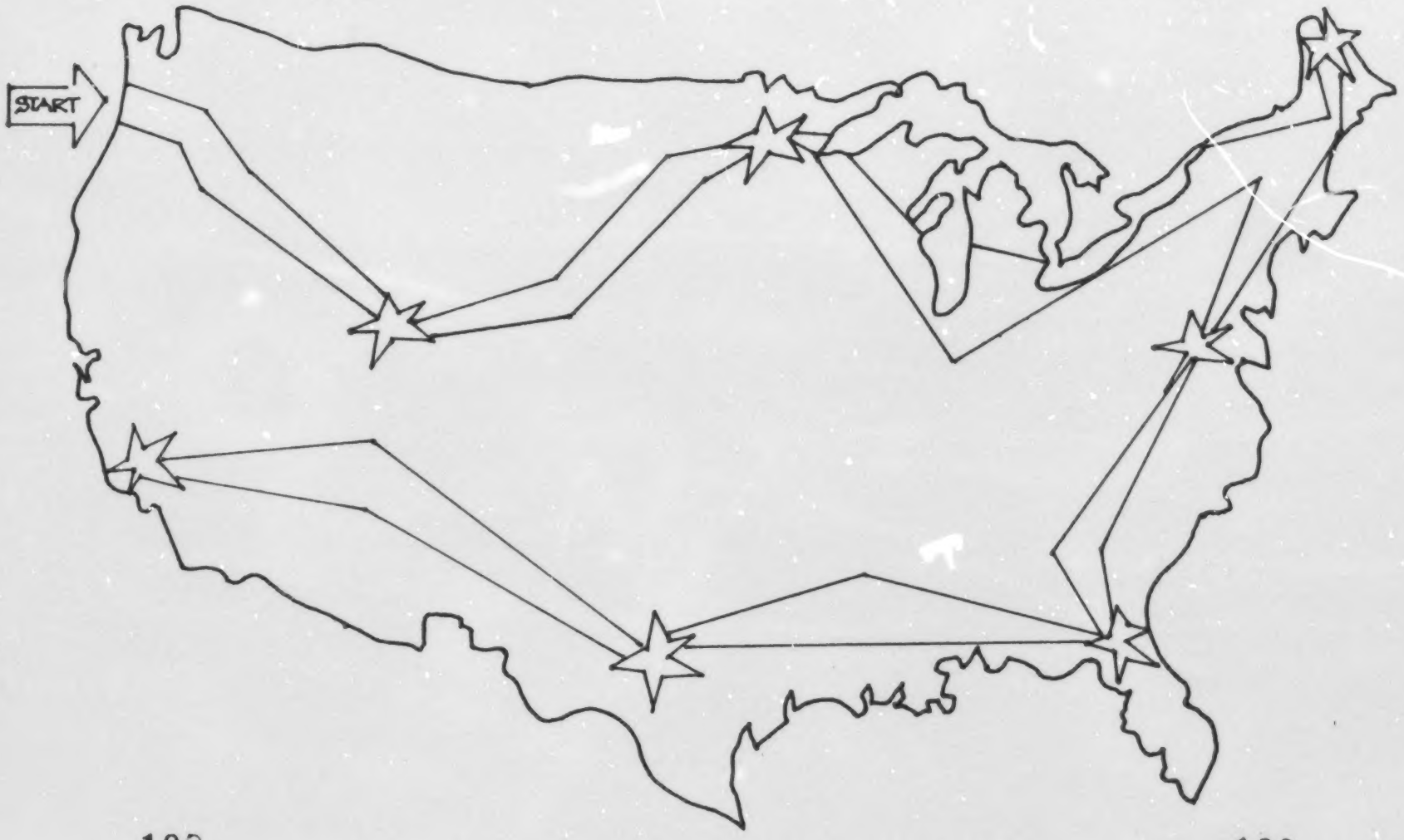
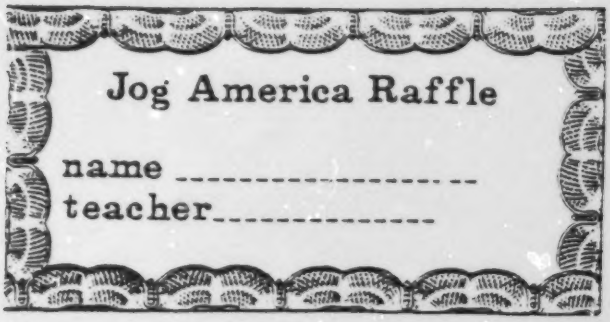
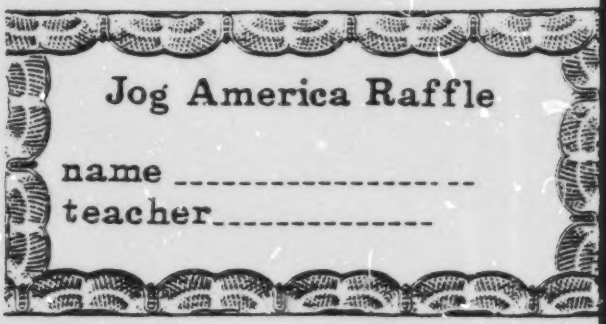
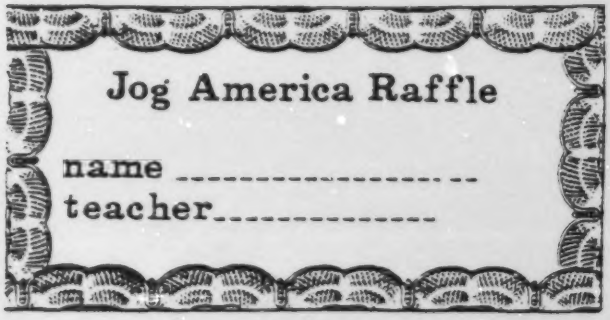
36																					36
37																					37
38																					38

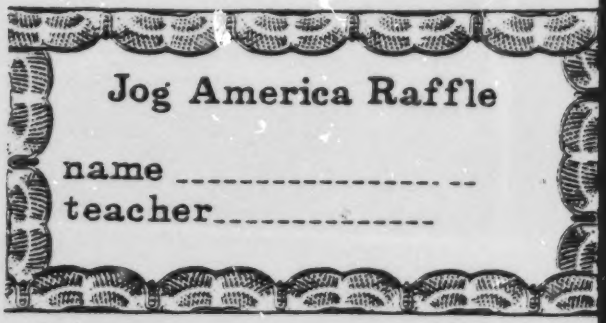
CLASS RECORD CHART

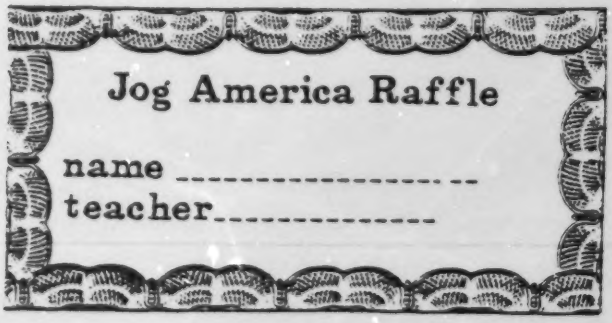


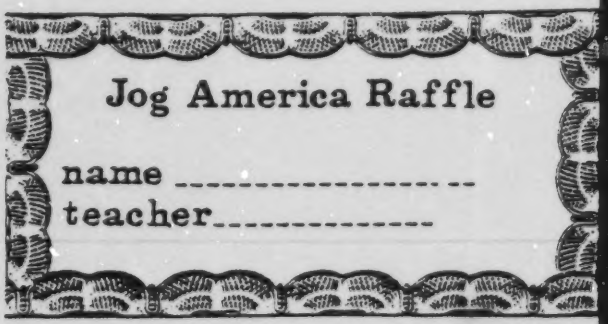

Jog America Raffle
name _____
teacher_____

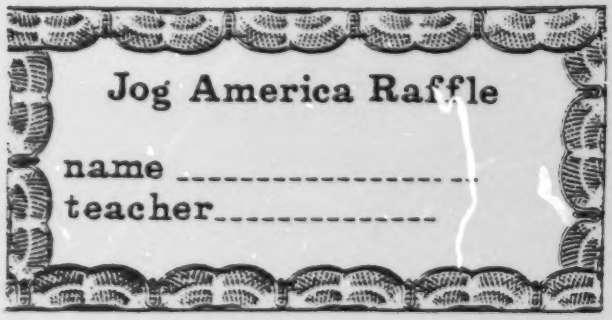

Jog America Raffle
name _____
teacher_____

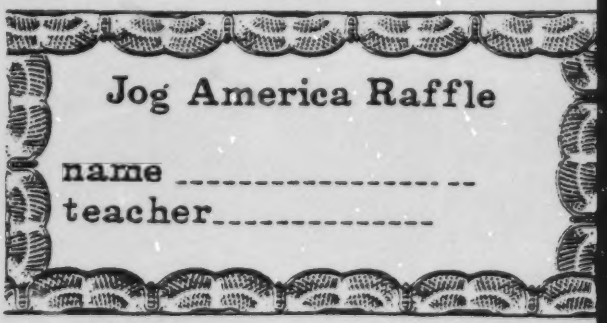

Jog America Raffle
name _____
teacher_____


Jog America Raffle
name _____
teacher_____


Jog America Raffle
name _____
teacher_____


Jog America Raffle
name _____
teacher_____


Jog America Raffle
name _____
teacher_____


Jog America Raffle
name _____
teacher_____

AWARDS

GOOD START!

READING MAKES YOU A WINNER.

FIRST AWARD

KEEP

ON

READING!

THIRD AWARD

FIFTH AWARD

READING AWARD

YOU'RE ALMOST THERE!

SEVENTH AWARD

GOLD MEDAL AWARD

BOOKS and BEYOND CERTIFICATE OF MERIT TO

_____

Date: _____ **School:** _____

Official signature: _____

SAMPLE

Dear Parents,

Your child has earned a gold medal in the BOOKS & BEYOND Read-A-Thon. You are invited to attend the awards ceremony on Friday, June 11th in the amphitheater. The award ceremony for students in grades K-2 will be held at 12:00 p.m. and at 1:15 p.m. for 3-6 students.

Sincerely,

Principal's Name
School Name

THE JOG AMERICA READ-A-THON

THE JOG AMERICA READ-A-THON

THE JOG AMERICA READ-A-THON

THE JOG AMERICA READ-A-THON

THE JOG AMERICA READ-A-THON

THE JOG AMERICA READ-A-THON

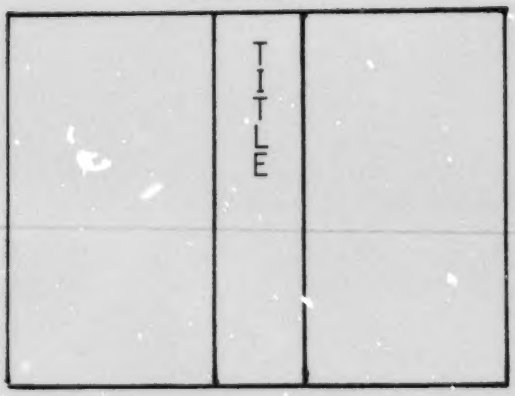
Book Jackets

Book jackets provide important information about books.

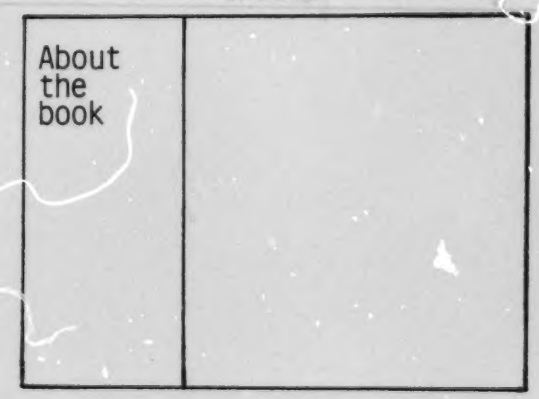
They are designed to get the reader interested in the book.

Book jackets usually have more than one side. Look at the diagram below and design your own attractive and colorful book jacket.

Outside



Inside



Name _____

KINDERGARTEN BOOK REPORT

Draw a picture about your book

Name _____

Draw a picture about your book.

Name _____

Grade _____ Room _____

Directions: Choose a book you have read. Draw three pictures showing three interesting events in your story. Put the pictures in the correct order and write at least one sentence describing each of the three pictures.

1	2	3

Write a sentence about picture **1**

Write a sentence about picture **2**

Write a sentence about picture **3**

Name _____ Room _____

Title _____

Author _____

Write a few sentences about the beginning, middle and end of the book you read.

The beginning _____

_____

_____

_____

_____

The middle _____

_____

_____

_____

_____

_____

The end _____

_____

_____

_____

_____

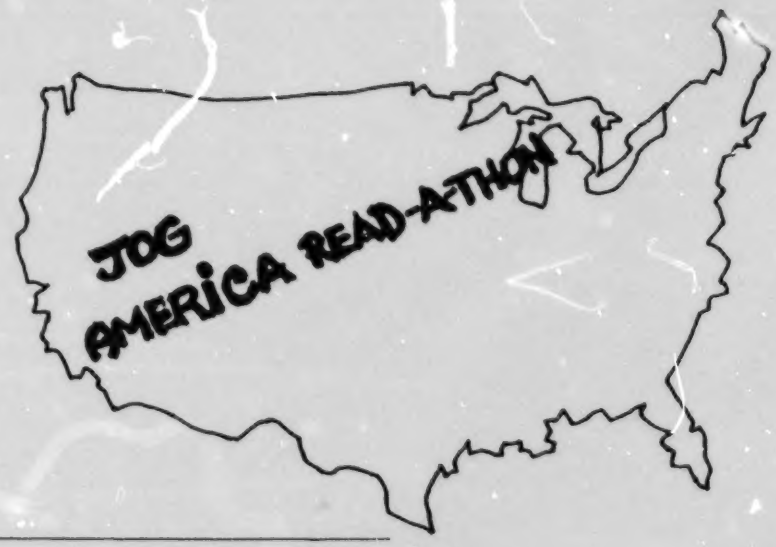
_____

_____

_____

Name _____

Grade _____ Room _____



Name of Book _____

Author _____

Write a sentence about your book _____

Name _____ Room _____

Draw a picture of the character you liked best

Write something about the character you liked.

_____

_____

_____

_____

_____

_____

_____

Title _____

Author _____

Name _____ Room _____

Title _____

Author _____

Can you answer these questions?

What was the story about? _____

_____

_____

_____

_____

Who were the main characters? _____

_____

_____

_____

Where did the story take place? _____

_____

_____

_____

_____

Name _____

Grade _____ Room _____

FAVORITE AUTHOR REPORT

1. Name of Author: _____

2. Name of book you read by this author: _____

3. What type of books does this author write? _____

_____

4. Why do you think the author wrote this book? _____

_____

_____

_____

_____

5. Write a paragraph about the author _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Name _____

Grade _____ Room _____

Informational Book Report

Name of Book: _____

Author _____ Publisher _____

1. Why did you choose this book? _____

_____

2. What was the book about? _____

_____

3. Did the book hold your interest? _____ Why? _____

_____

_____

4. List 6 facts that you learned from the book:

   1.) _____

   2.) _____

   3.) _____

   4.) _____

   5.) _____

   6.) _____

5. Choose three new words from the book and write the definitions for them.

   1.) _____

_____

   2.) _____

_____

   3.) _____

_____

Name _____

Grade _____ Room _____

FICTION BOOK REPORT

Title _____ Illustrator _____

Author _____ No. of Pages _____

Why did you choose this book? _____

_____

_____

Name two problems that the characters in the story experienced.

1. _____

2. _____

How were the problems solved?

1. _____

2. _____

What was the main idea of the book? _____

_____

Why do you think the author wrote the book? What was he trying to tell the reader?

_____

_____

What character in the book would you want to be? _____

Why? _____

What character in the book would you not want to be? _____

Why? _____

Write five interesting, difficult, or dramatic words in the story and write a definition of each. Be prepared to use the words in sentences.

1. _____

2. _____

3. _____

4. _____

5. _____

Name _____

Grade _____ Room _____

BIOGRAPHY BOOK REPORT

Title _____

Author _____

Illustrator _____

No. of Pages _____

The biographer tells the following childhood incident in the life of his subject: _____

_____

_____

The subject of the biography is: _____

_____

The following people were important in helping this real person to grow into a famous adult: _____

_____

A problem which this person had to overcome was: _____

_____

_____

The person overcame his problem in this way: _____

_____

_____

The person had the following characteristics which I admire: _____

_____

_____

_____

I think the most exciting adventure which this person had was _____

_____

_____

_____

Name _____

Grade _____ Room _____

MYSTERY BOOK REPORT

Name of Book: _____

Author: _____

Publisher: _____

1. What was the mystery to be solved? _____

_____

_____

_____

2. Who solved the mystery? _____

3. List 3 clues that helped solve the mystery:

   (a) _____

   (b) _____

   (c) _____

4. Describe how the mystery was solved: _____

_____

_____

_____

_____

_____

_____

_____

_____

TV VIEWING SKILLS

BOOKS and BEYOND

SAMPLE

Date

Dear Parents and Students:

For the week of ___date____, all students are being asked to fill out a Television Time Sheet. This activity is part of the BOOKS & BEYOND Project. We hope that through this process students will become more aware of their TV viewing habits. Please help your child complete this form and return it to school.

Students can earn extra credit by completing and returning this chart.

Sincerely,

Name_____

Teacher_____

TV Time Chart

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
A.M. 7:00							
8:00							
9:00							
10:00							
11:00							
Noon							
P.M. 1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

■ Color box for 1 hour of TV watching

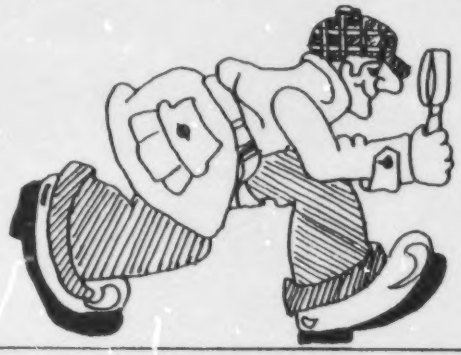
TOTAL TV HOURS_____

▬ Color ½ box for ½ hour TV watching

* ON BACK OF PAPER LIST YOUR THREE FAVORITE TV PROGRAMS.

TV VIEWING LOG

COMMERCIALS How Do They Convince You



YOU CAN BE THE DETECTIVE !!

MATCH THE JINGLES BELOW WITH THE PRODUCT THEY REPRESENT.

HOW DO YOU THINK THEY ARE TRYING TO CONVINCE YOU?

CHOOSE THE BEST REASON AND WRITE IT NEXT TO EACH PRODUCT BELOW.

JINGLES	PRODUCTS	REASONS
1. " SUGAR POPS ARE TOPS "	M&M'S - CANDY ____	_____
2. " YOU DESERVE A BREAK TODAY "	WISK - LAUNDRY DETERGENT ____	_____
3. " DO BLONDES HAVE MORE FUN "	SUGAR CORN POPS - COLD CEREAL ____	_____
4. " RING AROUND THE COLLAR "	DR. PEPPER - SOFT DRINK ____	_____
5. " MELTS IN YOUR MOUTH, NOT IN YOUR HANDS "	MC DONALDS - FAST FOOD ____	_____
6. " IT'S THE REAL THING "	COCA-COLA - SOFT DRINK ____	_____
7. " I'M A PEPPER - HE'S A PEPPER - WOULDN'T YOU LIKE TO BE A PEPPER TOO? "	CLAIROL - HAIR COLOR ____	_____

REASON KEY:

A. A NATURAL PRODUCT,NOT AN IMMITATION

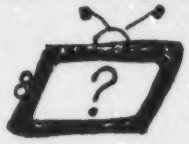
B. JOIN THE GROUP, DON'T BE LEFT OUT

C. CLEAN, TO NOT HAVE DIRTY CLOTHES

D. REST, RELAXATION,FROM DAILY LIFE

E. TO BE MORE ATTRACTIVE, MORE BEAUTIFUL

F. TO BUY THE NUMBER ONE PRODUCT

TV VIEWING LOG  ALTERNATIVES

HAVE YOU EVER THOUGHT OF WHY YOU WATCH TV? BELOW ARE THE MOST COMMON REASONS GIVEN FOR WATCHING TV, LIST BELOW EACH REASON A LIST OF ALTERNATIVE THINGS YOU CAN DO .

ENTERTAINMENT	RELAXATION	INFORMATION	SOMETHING TO DO	COMPANIONSHIP

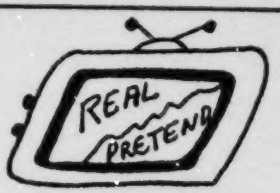
TV VIEWING LOG

How Much Do You Like The Programs You Watch

WRITE THE NAME OF SIX PROGRAMS YOU HAVE WATCHED BELOW

PROGRAM NAME:	PROGRAM NAME:	PROGRAM NAME:	PROGRAM NAME:	PROGRAM NAME:	PROGRAM NAME:
WHAT DAY IS IT ON?	WHAT DAY IS IT ON?	WHAT DAY IS IT ON?	WHAT DAY IS IT ON?	WHAT DAY IS IT ON?	WHAT DAY IS IT ON?
WHAT TIME IS IT ON?	WHAT TIME IS IT ON?	WHAT TIME IS IT ON?	WHAT TIME IS IT ON?	WHAT TIME IS IT ON?	WHAT TIME IS IT ON?
FILL IN THE HAPPY FACE TO TELL HOW YOU LIKED THE SHOW	FILL IN THE HAPPY FACE TO TELL HOW YOU LIKED THE SHOW	FILL IN THE HAPPY FACE TO TELL HOW YOU LIKED THE SHOW	FILL IN THE HAPPY FACE TO TELL HOW YOU LIKED THE SHOW	FILL IN THE HAPPY FACE TO TELL HOW YOU LIKED THE SHOW	FILL IN THE HAPPY FACE TO TELL HOW YOU LIKED THE SHOW
WHAT DID YOU LEARN?	WHAT DID YOU LEARN?	WHAT DID YOU LEARN?	WHAT DID YOU LEARN?	WHAT DID YOU LEARN?	WHAT DID YOU LEARN?

TV VIEWING LOG



Do You Know What Is Real And Pretend ON T.V.

COLOR IN BLUE THE CARTOON CHARACTER - COLOR IN GREEN THE FANTASY CHARACTER

COLOR IN RED THE REAL CHARACTER - COLOR IN YELLOW THE ~~REALISTIC~~ CHARACTER.

SNOOPY

MORK

ARCHIE BUNKER

Draw your own character

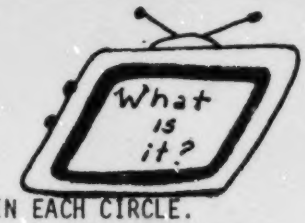
Is the character real or pretend?

PRESIDENT REAGAN

DAVID BANNER (THE HULK)

Draw your own character

TV VIEWING LOG



WRITE THE NAMES OF ONE OR MORE PROGRAMS THAT BELONG IN EACH CIRCLE.

Do You Know What Types of Programs You See?

CARTOONS

DRAMAS

MOVIES

SPORTS

VARIETY

COMEDYS

GAME SHOW

NEWS

TALK SHOW

SOAP OPERA
(Continuing Story)

DOCUMENTARY
(Real Event)

BOOKS and BEYOND

STUDENT SURVEY
Grades 2 - 3

STUDENT NAME _____

TEACHER NAME _____

NAME OF SCHOOL _____

	Yes	Some-times	No
1. Do you like to read books?			
2. Do you like to have books read to you?			
3. Do you like to visit the school library and check out books?			
4. Do you choose to read a book rather than watch TV?			
5. Do you choose to read a book during free time in your classroom?			
6. Do you choose to read a book during free time at home?			
7. Do you have your own library card?			
8. Did your Mom or Dad read to you yesterday?			
9. Did you read at home yesterday?			

Circle your answer

10. How many books did you read last week?

1) 1 book 2) 2 books 3) 3 books 4) 4 or more books 5) 0 books

	Yes	Some-times	No
11. Do you choose carefully the TV programs you watch?			
12. Do you watch TV after school?			
13. Do you read for fun after school?			
14. Do you watch TV before school?			
15. Do your parents help you select the TV programs you watch?			
16. Do you do homework while watching TV?			
17. Are you allowed to watch as much TV as you want?			
18. Do you plan your TV watching?			

19. Circle the type of material you read. (As many as you like)

A. legends, myths and fables
B. famous people
C. animal stories
D. fiction
E. poetry
F. science books
G. sports
H. mystery and science fiction
I. joke books
J. adventure stories

BOOKS and BEYOND

STUDENT SURVEY
Grades 4 - 6

STUDENT NAME _____

TEACHER NAME _____

NAME OF SCHOOL _____

	Yes	Some-times	No
1. Do you like to read books?			
2. Do you like to have books read to you?			
3. Do you like to visit the school library and check out books?			
4. Do you choose to read a book during free time in your classroom?			
5. Do you choose to read a book during free time at home?			

Circle your answer

6. I spent ____ hours reading (or being read to) at home yesterday.
   1) 1/4 hour 2) 1/2 hour 3) 1 hour 4) 2 or more hours 5) 0 hours

7. How many books did you read last week?
   1) 1 book 2) 2 books 3) 3 books 4) 4 or more books 5) 0 books

	Yes	Some-times	No
8. Do you have your own library card?			
9. Do you choose to read a book rather than watch TV?			
10. Do you watch TV after school?			
11. Do you watch TV before school?			
12. Do you choose carefully the TV programs you watch?			
13. Do your parents help you select the TV programs you watch?			
14. Do you do homework while watching TV?			
15. Are you allowed to watch as much TV as you want?			
16. Do you plan your TV watching?			

17. Circle the type of material you read. (As many as you like)

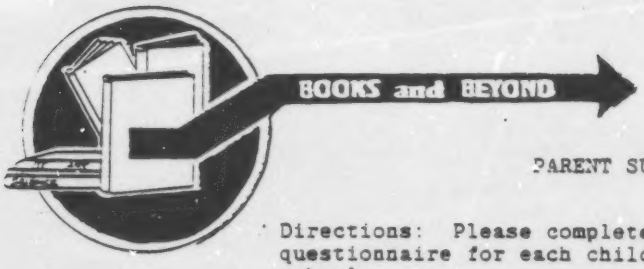
A. legends, myths and fables	F. science books
B. famous people	G. sports
C. animal stories	H. mystery and science fiction
D. fiction	I. joke books
E. poetry	J. adventure stories

18. Circle your letter answer.

Yesterday, how much time did you spend watching TV?

A. 1 hour B. 2 hours C. 3 hours D. 4 or more hours E. 0 hours

19. How many books did you read this semester? _____



PARENT SURVEY

Directions: Please complete one questionnaire for each child attending this school.

STUDENT'S NAME _____

TEACHER NAME _____

GRADE _____

	YES	SOME-TIMES	NO
1. My child chooses to read during free time at home:			
2. My child chooses to watch TV during free time at home:			
3. My child carefully chooses the TV programs he/she watches:			
4. My child watches TV before school:			
5. I determine the number of hours my child watches TV:			
6. I select the kinds of programs my child watches on TV:			
7. I feel confident in selecting quality reading material/books for my child:			
8. I feel confident in selecting books that are at the appropriate reading level for my child:			

CIRCLE YOUR ANSWER

9. On the average my child spends ____ hours watching TV each day:
   1) 0 hours 2) 1 hour 3) 2 hours 4) 3 hours 5) 4 or more hours

10. My child spends ____ hours reading (or being read to) at home each day:
    1) 0 hours 2) 1/4 hour 3) 1/2 hour 4) 1 hour 5) 2 or more hours

11. My child visits our community library each month:
    1) 0 visits 2) 1-2 visits 3) 3-4 visits 4) 5 visits 5) more than 5

12. I read to or with my child each week: (K-3 parents only)
    1) 0 times 2) once 3) 2-3 times 4) 4-7 times 5) more than 7 times

13 Please comment on any changes you have noticed in your child's reading and TV habits during participation in the BOOKS & BEYOND project.

14. Would you like your child to participate in a program of this kind next year?
    YES NO NO OPINION

15. Please add any additional comments:

TELEVISION: A FAMILY FOCUS

LEARNING FROM TV

Children are learning all the time — even when no one is purposely trying to teach them. They learn, first of all, within the context of the family. Parents are their first teachers. Children learn from watching the behavior of adults and other children. They learn from having things repeated to them. They learn by the way other people respond to their actions.

It stands to reason that American children, who are often avid TV viewers by the age of 3, will also learn from the television they watch.

What will a child learn from TV? Pre-schoolers may learn *"A-B-Cs"* and *"1-2-3s"* from programs designed especially to teach those basic skills. They may hear about new toys and food products from advertising directed at the children's market.

Besides providing young children with opportunities for improving eye coordination, color awareness, and language skills, TV also provides "incidental learning" which is a by-product of its programming and advertising, whether intended for children or adults.

While watching a commercial for laundry detergent, children may learn the name of a particular product and the fact that it will clean clothes in water of all temperatures. That is what the advertisers intend viewers to learn. However, children may *incidentally* pick up a bit of knowledge or use the information received in a way that has no relation to the product or the intent of the advertising.

From the same detergent commercial, children may learn that men and children don't know how to launder clothes properly. They may perceive that all washing machines are located in the basement, or that all people have a nicely decorated utility room in their homes. Recent research gives evidence that TV advertising may have side effects for children which range far beyond the selling function.

Besides a few children's shows, most television programming is directed towards adults and is produced from an adult point of view. Therefore, children often misunderstand or misinterpret the programs, movies, and advertising they see on TV. Children typically see things from their own point of view — which is much different from the way an adult's experienced and often cynical eye sees the same things. Television often exposes children to adult actions and relationships on television for which they are unprepared. They are thrown into an adult world long before they have the information and maturity to cope with it. It is no wonder children misinterpret and misuse this type of information. The only way to find out what a young child is actually learning from TV is to ask questions.

How television affects a child will depend on how the child interprets what is viewed and the use the child makes of that information. Parents and other adults can be the determining factor in making television a positive learning experience.

First of all, monitor the kinds of programs a child watches. Choose programs for age appropriateness. Then, watch **with** the child. Research evaluating the first years of *Sesame Street* revealed that the children whose mothers watched **with** them learned significantly more than those who watched alone. Discuss what is seen on the screen, and make up activities to help the child recognize shapes, words, and other simple content. With older children, values and behavior can be discussed. TV can be a valuable tool to help children learn. They **will** learn from television. **What** they learn may be up to you.

Somebody doesn't know the rules! Mothers say that they have and enforce many rules and controls on TV viewing for their children. Their children, in the same survey, said that they have almost no rules about TV viewing. *(Greenberg)*

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The Great Learning Machine

An entire generation of Americans has grown up with television as a part of their daily lives. These children of the TV era are more knowledgeable than children of previous generations in a variety of topics. They know more about symbolic and visual communication, social issues, and historical events. Television has greatly expanded children's awareness of the world around them. However, many young viewers today fail to gain the **full benefit** of television.

"How can that be?" parents will ask. *"My children watch television all day long when they are home from school!"* The benefits of TV viewing aren't found simply in the number of hours watched. Children are failing to get all they can out of TV because too few parents and teachers think of it as an **educational resource.** They tend to overlook the possibilities of the medium in enriching their own lives and those of their children and students. Many parents simply use the TV set as an electronic babysitter. They allow their children to watch because it is the easiest form of entertainment or activity. Many teachers tend to view TV as a negative force. They say it takes up their students' valuable study time. They find it hard to compete with the slick visual presentations on educational TV which make learning so much fun. Let's look beyond the box with the picture tube and all its annoying characteristics to its amazing possibilities!

Television is and should be an **educational resource.** It has been called a "window looking out on the world." TV shows children places far and near . . . events past, present and future . . . and the ideas of many peoples.

Properly used, TV can be one of the most exciting educational resources our children have. It can be as useful and as educational as the family or the teacher chooses to make it. The resource is there. What children see, what they learn, and the use they make of it depends as much on the individual child as it does on the program being watched. And adult comment or "mediation" makes even more difference.

When parents are passive and watch whatever comes on the screen, their children will often do the same. However, parents who take an active part in the way TV is used in their homes, watching *with* their children and making comments to reinforce values or behavior, will help make television a positive learning experience for their children.

Teachers are another important group which can help make TV a learning experience and an educational resource for children. They must first, of course, be willing to accept the inevitability of TV, without regarding the medium as a competitor with the classroom. Then they can use TV programming to the best advantage. Teachers can relate homework and classroom activities to TV elements and dramatic techniques. Perhaps critical viewing of television will become as important as critical reading of literature. The things seen on TV can be used by both teachers and parents as a springboard to discuss or enrich certain subjects. There is no end to the possibilities for learning from TV.

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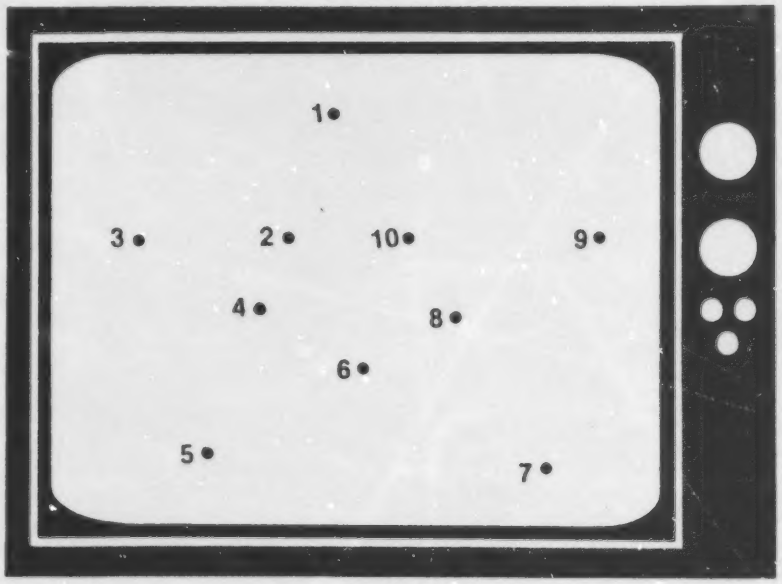
TELEVISION DOT-TO-DOT

The main person in a television program is called the _____.



WRITE THE WORD HERE _____

TELEVISION: A FAMILY FOCUS

For Parents Only . . . LEARNING TO USE TV

Home is where the heart is . . . and in most cases, home is where the television set is, too — the focus of attention in the main living area! Television is so much a part of today's environment that few can remember a time without it. It has been absorbed into the everyday activities and lifestyles of the American family and many people don't give it a second thought. But, in fact, TV's strongest impact may be on the family life of America.

In many homes the TV set sits in a place of importance. The ever-present entertainment and information medium dominates the room with unceasing music, news, and dialogue. For some families the TV provides background noise to dull the roar of home appliances and the clatter of children. In this case, no one pays much attention. In other homes, both parents and children fervently watch whatever moves across the screen. In still other homes, there's a TV set in every room. Families may wake to the early morning news and go to sleep watching the late, late show. Even those few families who do not own a set (99% do) probably would like to, and they view it with friends or neighbors.

TV is far from being a neutral part of American life and culture. It affects everyone in one way or another. The presence of television in the homes of America for the past few decades has wrought a change in family life. For some it has replaced family oriented social and recreational activities common 20 years ago and has reduced family interaction. American culture has changed in those 20 years, too. And television has been a big part of that change.

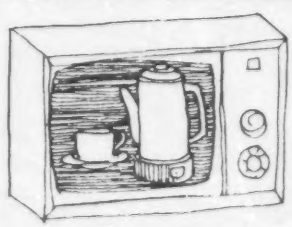
Have you ever thought about the ways television affects your family life? Do you use TV as an electronic baby-sitter or as a relaxant for yourself at the end of a busy day? What did you do for entertainment when you were a child? Did you read comic books or those classic adventure tales from the library? Did you go to the Saturday movies, looking forward to the serials and the popcorn? Did you ever catch fireflys on a summer night or slide on the ice in winter? How do your children get their kicks? Do they watch cartoons all day Saturday? What do they do for entertainment after school when their homework is done? Has the TV set replaced the fantasies of comic books or the adventure classics?

No one is saying that the changes from your childhood to theirs are good or bad. No one is saying that TV itself is good or bad. However, television has the potential for being both a good and a bad influence. How it affects your family depends on how you choose to use it. The important thing is for parents to be aware of the influence television may be having on their family life and on their children, in particular.

To help children become critical and evaluative viewers of television, parents need to become critical viewers, too. Although TV has increased children's knowledge of the world and of visual communication, it is also subject to distortion and misrepresentation. News is brought to the home almost immediately — but from the camera's angle. Exciting dramatic programs are brought into the living room — but often from an adult's point of view which children do not understand.

What, then, can families do to make television a positive experience? How can families get the most out of television programming and ensure that it is good for their particular environment? How can TV be utilized as a learning tool? This material, "TV: A FAMILY FOCUS," is designed to answer these questions and to help you, as a family, learn to use TV wisely.

Fantastic Facts



Of all the houses in the United States wired for electricity, more have TV sets than have coffeemakers or water heaters! *(Census Bureau)*

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HOW TO WATCH TV WITH CHILDREN

There are three "how-to's" for watching TV with children which are as simple as 1-2-3 and which will benefit the child in several ways.

Research has shown that these three *mediation techniques* are quite successful in softening harmful effects of a TV program or in enhancing the learning experience to which a child has been exposed. They are: *direct mediation, indirect mediation,* and *the springboard technique.*

DIRECT MEDIATION

Direct Mediation is nothing more than a few words spoken at the right time. Many parents practice this technique naturally. Direct mediation occurs when an older family member or parent comments directly to the child about the program. It might be a few words of explanation or a value judgment about what has happened on the TV program. Demonstrations have shown that a parent's explanation of a TV program while it is being broadcast will greatly influence the child's subsequent ideas and attitudes. Even brief comments have a pronounced effect.

Say something like: *"That person did something bad! We don't do thing things like that in our family."* . . . or . . . *"In the story Kim had a very difficult decision to make, but I believe she made the right choice because . . ."* . . . or . . . *"Century means one hundred years."* These are a few examples of brief comments using television programming to help teach children family values, social skills, and general knowledge.

(Read "Suzie's History Lesson" in this issue. See how Suzie's mom practices this technique.)

INDIRECT MEDIATION

Some people call it being subtle. Others say they're "using psychology." It's all the same. Parents traditionally find ways to get their point across without speaking directly to the child. This **indirect mediation** technique can be applied to the use of TV in the home.

Older children often resent being "preached" to. Therefore, comments made to other persons in the room who are watching TV, rather than directly to the child, can be more effective. Or these statements, in the same vein, may be addressed to no one in particular. Parents can discuss with each other what they like and don't like in a program and their reasons. In this way, the child is not being "told" directly, but is still effectively being exposed to family values, and being helped to understand advanced plots and actions.

THE SPRINGBOARD TECHNIQUE

The springboard technique carries the mediation process still further. There are many issues which most parents would like to discuss with each of their children, but the subjects make it difficult to initiate such a discussion. TV programming offers almost the entire range of human problems and interaction. Alert parents can use the content of a TV program to talk about subjects that might not come up in ordinary conversation, but which need to be discussed.

Topics in this category might include cheating, stealing, premarital sex, where babies come from, lying, etc. The subject can then be pursued in a natural way and discussed following the program.

THE RESPONSIBILITY

Television, then, can be as useful and as educational as the family chooses to make it. Or it can be as detrimental as parents let it be. Much of what children learn is learned within the context of the family. Family viewing habits will become the child's viewing habits, just as table manners, social attitudes and other customs of the family become the child's.

Be **SELECTIVE** about **WHAT** TV programs your family will watch. **LIMIT** the **AMOUNT OF TIME** your children spend watching television. But provide suggestions for interesting activities to replace the TV shows. **WATCH TV WITH** your children, and **TALK TO THEM** about what you see. Using these techniques, you can make the television set a useful and entertaining part of the family's life, rather than an overpowering, negative one.

CONTROLLED CONTENT
The What of TV Viewing

Conscientious parents don't let their children talk to strangers, yet many parents let their children watch television freely with no restrictions. The electronic "stranger" comes right into the house.

Many TV programs are inappropriate for young children. They deal with details that are too complex for young children to evaluate properly. Much of the content of the programming is not understood or is misunderstood by them. However, many of the negative effects of TV on children are avoided when parents **MONITOR** and **CONTROL** the **CONTENT** of programs their children actually see.

You, as parents, supervise many aspects of your children's lives. You feel it is your responsibility. You regulate the child's bedtime and with whom your child may associate. Why not the content of TV programs?

Perhaps a guideline for monitoring TV content for children might be: *Content is inappropriate for your child's viewing if (1) the subject matter is something that you could not explain so that your child would understand, or (2) the subject is one you would be uncomfortable discussing with the child.*

Appropriateness of content is difficult to measure, however, unless parents periodically **MONITOR** the programs their children watch. Discussing favorite shows with children is one way to determine what they watch and what they like. Check up on the shows they mention, then let the children choose to watch those you think suitable.

TELEVISION: A FAMILY FOCUS

WHAT IS YOUR PRIME TIME?

TIME IS MONEY . . . TIME AND TIDE WAIT FOR NO MAN . . . TIME IS OF THE ESSENCE . . .

Time is like the weather. Everyone talks about it, but few *do* anything about it!!

Most adults sleep six to eight hours each day and spend another eight to ten hours working to support their families. Besides their sleep time, most children ages 6 to 10 spend six hours in school. How does your family spend the rest of its time? Do the hours drift by before you know it? Or do you get the most out of every moment? What types activities are most important to you and your children? Music? Games? Gardening? Crafts? What is your *PRIME TIME?*

Perhaps you feel that there are things beyond your control which infringe upon your time. Many families have expressed concern that television is becoming the main offender in this category -- diverting interest and lessening family interaction. Television viewing *can* become the family's main focus and undermine other activities -- but only if the adults in charge let it.

How much time does your family spend watching television? Research shows that, by age 18, the average child has watched approximately 15,000 hours of television, while having attended school only 11,000 hours. Translated into sixteen-hour days, those 15,000 hours add up to 937 days, or *two and one-half years* of TV viewing!

Studies also reveal that parents consistently are unaware of the number of hours their children actually spend viewing television.

Do you know how much time *your* children really spend watching TV? How much do they see you watching television? Research has demonstrated that children model their TV viewing habits after the adult members of the family.

If you feel you are losing control, the first step in harnessing frustrations about "lost" time or "wasted" time is to document the ways you are using your time now. This is a technique used by various programs intent on changing behavior. Many weight-loss plans require the participant to list foods actually eaten for a given period of time. This exercise shows what and when improper eating habits occur. Families can use this same procedure to document how they are actually using their time.

HOW DO YOU WATCH TV . . . A QUICK QUIZ	YES	NO
Does the TV set occupy a prominent place in your home?	____	____
Does the TV unduly influence your family's activities?	____	____
Are bedtimes and mealtimes arranged to accommodate someone's favorite TV program?	____	____
Are meals eaten in front of the television set (as is the case with 45 percent of American families)?	____	____
Do you watch TV while doing other activities?	____	____
Do you concentrate on the program you are watching, rather than engaging in other activities?	____	____
Do you watch TV together more as a family group than as individuals?	____	____
Do adults in the family watch the same programs as the children?	____	____
Do you talk with your children about the programs you watch together?	____	____
Do you want to change your family's pattern of behavior in its leisure time activities?	____	____

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The Homemaker's Ode to Television

How do I watch thee?
Let me count the ways.
I sometimes watch for hours on end
Throughout the nights and days.
I turn thee on before the dawn
To catch the early news
While coffee perks, and Hubby shaves
and Children hunt for shoes.

I watch thee while the Family eats,
Then leaves for work and school.
The Three-year-old soon settles down
With Captain Kangaroo.
With one eye on the Baby, then,
I sort the dirty clothes,
While keeping pace with hosts and stars
Who drift from show to show.

I rush around and do my chores,
But keep thee tuned the while--
To match my wits with game show twits.
(I beat them by a mile!)
I feed the Baby, and put him to bed.
He'll soon be asleep, I hope.
Then--put up my feet and bask in the glow--
Three hours of glorious SOAP!

With tears in my eyes, I realize
That the Children are home from school.
I leave my spot, but they keep it hot
While watching their favorite cartoons.
The time is late and there's much to do.
I should start dinner, or dust.
But after cartoons there are RE-RUNS
That I consider a MUST!

I hurry to set the table,
And tie the Baby's shoes.
Then Hubby's home; the day is gone.
Now it's time for the news.
At dinner we sometimes argue.
And sometimes we agree.
But, we always eat while watching
A choice show on TV.

In winter Dad watches football.
In spring, it's tennis or golf.
Sometimes we watch the late movie,
But we rarely turn it off.
We say goodnight to Carson,
And other late night friends.
A few hours sleep, then it's time
To turn it on again.

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PLOTTING YOUR PRIME TIME

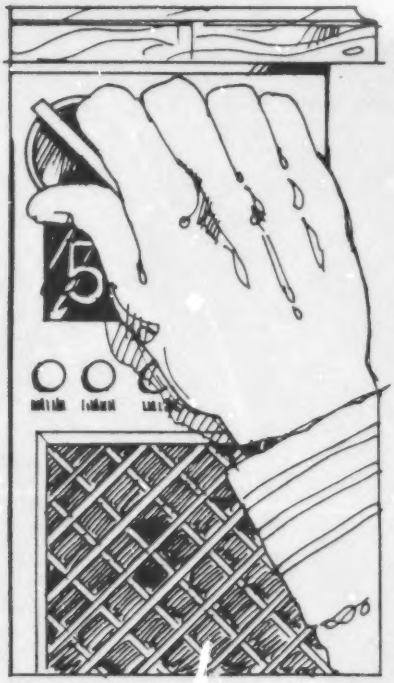
Have family members keep their own chart for one week. Younger children may need assistance. List each activity and the length of time it takes in the proper square. Also, list the names of TV shows viewed in the spaces provided. As an example, part of your Saturday chart may read

6 - 8 a.m.	sleep/6 - 7 dress/7 - 7:30 eat/7:30 - 8
8 - 10 a.m.	tennis/ 8:30 - 10
10 a.m. - noon	food shop/10:30 - 11 lunch/11:30 - 12

At the end of the week, make a list of all the activities in which you have participated. Add up the hours for an overview of how you spend your time. Do this for each family member. How many hours do you spend preparing food, eating, watching TV, doing household chores, exercising, car pooling for children?

Is the breakdown of your time acceptable to you? Does it match your priorities? Can you rearrange your schedule to use your time more productively? Look closely at the blocks of time which constitute "leisure time"--evenings and weekends, usually. How do you and your family spend these hours? What proportion of time do you spend reading, watching TV, engaged in sports? How much time do you spend in solo activity and how much with other family members? Is this the way you want to spend your leisure time? If not, what things can you do to change the pattern?

Finally, look at the number and kinds of television programs you watch. Are they mostly comedies, adventures, sports? Do you snack while you watch? Compare your chart with those of the other family members. Do you watch TV alone or together? While you watch do you discuss the program, the days events, or keep silent? Are you content with the number and kinds of programs you and your children watch?



SELECTIVE VIEWING
THE WHY OF TV VIEWING

Making TV a positive part of your family's activities can be as simple as **CHOOSING A PROGRAM.**

That isn't difficult. Yet, many times parents give little thought to what television program to watch, or whether or not to watch TV at all. Some families seem to drift into watching whatever is on, and they seldom consider **WHY** they are watching. Maybe it's a habit. Maybe it is easier or less time consuming to switch on the TV and watch whatever comes into view. However, studies indicate that children assume their parents are endorsing or approving the program or its content because they are watching it. Children do not understand the difference between active and passive behavior.

When parents decide to watch a certain program, announce their intentions, talk about their expectations for the show and how much they like it, children view this *active behavior* as approval of the program. Sometimes parents exhibit *passive behavior*, that is they continue to watch the next show, even though they don't really care for it or think it is appropriate for family viewing. Children often fail to make distinctions between their parents' actively or passively watching a program.

Rather, as long as parents are watching TV, children tend to think they are endorsing the message of the program. Children will learn from TV – whether it is intended or incidental – whether it is positive or negative. And in the case of TV, their learning is often reinforced by the actions or inactions of their parents.

Families usually select the movies they will watch at a theater with some care. The feelings parents have about movies are quickly perceived by their children. Is the movie too violent for children? Is it too long? Is the subject matter too mature for children to understand? Will there be objectionable scenes? These feelings and other verbal signals parents give their children when selecting a movie are a source for the children's understanding about values, morality, and attitudes. Why not apply this same **SELECTIVE VIEWING** process of discussion and reasoning to television?

The process of selecting television programs can be an effective method of communicating family values and attitudes to children. Many parents have found it beneficial to use TV for specific purposes. These parents have decided that TV should not be just part of the background noise. Instead, the TV is turned on to watch a particular program. The parents think about it, decide what to watch, and why – then turn on the TV. **SELECTIVE TV VIEWING** – it's simple and reasonable. Why don't you try it?

LIMITED VIEWING . . .
THE WHEN OF TELEVISION

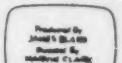
WHEN do you watch TV? How often? In this country 99 percent of families have at least one TV set, and that TV set is turned on an **average of six and one-half hours per day**. The young people of the nation have viewed some 15,000 hours of television by age 18, while spending only 11,000 hours in school. Some kind of balance or limitation appears to be needed.

Research results of the effects of television on children have been publicized widely in the nation's press for the past few years. The TV set has been portrayed as a monster with children as its victims. However, some of the negative aspects of TV are caused by the large **NUMBER OF HOURS CHILDREN WATCH TV** to the exclusion of other activities which are necessary to their physical and social growth. Many parents have found that **LIMITING THE AMOUNT OF TIME THEIR CHILDREN MAY WATCH TV** has had very beneficial effects.

One family might limit their children's TV viewing to one hour per day. Another might choose to allow their children no TV during the week, but allow unlimited viewing during the weekend. If limits for watching television are set when children are young, as are rules for other kinds of activity and behavior, they often will be accepted as a matter of course.

Instituting limitations and regulations for TV usage with children and adults unaccustomed to them is more difficult. But it is not impossible, once they see other exciting things to do. Don't take TV time away from a child without substituting a new activity or a different experience of some kind. If interesting activities replace the time usually spent watching TV, then the transition will become easier for a child.

TV BINGO

VILLAIN	CLOSE-UP SHOT	NEWS ANNOUNCER	WORKING WOMAN	CARTOON CHARACTER
 TV CREDITS	TOY COMMERCIAL	ATHLETE	CHILD ACTOR	PUBLIC SERVICE ANNOUNCEMENT
MUSICIAN	SINGER	FREE	FOOD COMMERICAL	DANCER
WESTERN	ANIMAL	WEATHER FORECASTER	LONG SHOT	DRAMA
MEDIUM SHOT	PUPPET	SPORTS ANNOUNCER	COMEDY SHOW	HERO

TV BINGO

CANNED LAUGHTER	DANCER	COMEDY SHOW	PUPPET	LONG SHOT
FILMED BEFORE A LIVE AUDIENCE	CLOSE-UP SHOT	MUSICIAN	DOCUMENTARY	ADVENTURE STORY
SCENE CHANGE	ANIMAL	FREE	CARTOON CHARACTER	EDUCATIONAL PROGRAM
NEWS REPORTER	NEWS ANNOUNCER	PUBLIC SERVICE ANNOUNCEMENT	FOOD COMMERICAL	SINGER
BACKGROUND MUSIC	HERO	VILLAIN	DRAMA	CHILD ACTOR

RULES FOR TV BINGO

TV BINGO can be played alone or with a friend. It is played while watching TV. Use buttons, pennies or dried beans for tokens. Place a token in the "free" space. When you see what is in a square on the TV, place a token in that square. When you fill enough spaces to make a straight line – up, down, across, or diagonal – YOU WIN TV BINGO

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TELEVISION: A FAMILY FOCUS

COPING WITH COMMERCIALS

"Why can't I have that for dinner? Aren't you choosy about what you give your kids, like the mother is on TV?"

****

"But I HAVE to have that kind of cereal to eat, Mom! I need 'go power!'"

****

"Pleeease, Dad, I want the kind Spiderman talks about! EVERYONE *has one!"*

Sound familiar? How many times have you, as the parents of small children, been subjected to pleas and arguments just like these? You aren't alone. Parents of young children hear these demands and arguments frequently. Ask any of them – television commercials **do** have a profound effect on children.

This point was aptly illustrated by a recent cartoon in which the grandmother asked her small grandchild what she wanted for Christmas. "I don't know," the child replied, "The TV hasn't told me yet."

How do TV commercials affect children? Do children actually believe the claims made by the announcer? Are children more susceptible to propaganda than adults? Children in the United States viewed approximately 20,000 commercials in 1978. Sponsors spent more than half a billion dollars last year alone on advertising aimed at children. It's no wonder that television advertising has an impact on children. How can families cope with commercials?

Several studies have been made regarding television commercials and children. Authors of one study reported that, although children in all age groups from 5 to 12 years could identify the term "commercial," the younger children (ages 5 - 8) were confused about the concept, pointing out the difference between commercials and television programs either by their content or length. Some responses from kindergarten children were: "commercials are shorter than programs" or "commercials are funnier."

The older age group (9 - 12) was able to discriminate between programs and commercials based on their understanding of the meaning of the content. They knew that commercials were designed to sell things and that programs should be entertaining. There appears to be a definite relationship between children's age and their ability to tell the difference between television programs and the commercials, just as there is between age and general cognitive development.

TRUTH VS FANTASY

Research shows that, until the age of 8, children have difficulty telling the difference between TV commercials and programs. They also have difficulty differentiating between reality and fiction. Children in this age group do not seem to understand the purpose or intent of commercials.

"There is consistent evidence, based on verbal reports, that younger children who do not understand the persuasive intent of commercials are more likely to perceive them as truthful messages, whereas older children who can discern persuasive intent tend to express skeptical, less accepting attitudes toward commercials.

"In addition, various investigations of the influence of television advertising on children's purchase requests have revealed that younger children express higher levels of purchase requests for certain advertised products than older viewers." (*Research on the Effects of Television Advertising on Children*, National Science Foundation)

To help children understand the commercials they see daily, parents need to understand how children learn and what they can understand at different ages. Parents also need to understand the various persuasive techniques used on TV commercials to entice viewers to buy the products. With these two types of information, a parent or other adult can guide children to become critical viewers of commercials as well as TV programming.

What You See is What You Eat!

Do TV commercials for snacks and breakfast foods influence children's food preferences?

Many mothers will tell you that they certainly do. Some researchers will agree. In at least one controlled experiment exposing young children to various types of food commercials along with regular TV programming, results suggest that exposure to food commercials can ***directly influence children's food preferences.***

Think about it. The average child is exposed to 20,000 commercials per year – and over half of those ads are for food products. Content analysis shows that as much as two-thirds of the food advertised on television is for sugared cereals and snacks.

When was the last time you saw a beautiful bowl of apples or fresh strawberries advertised on TV? Have you heard a snappy jingle for fresh eggs and bacon lately? It is very probable that children's continued exposure to commercials for sugared snacks and cereals lead them to select those foods instead of more nutritional fruits, vegetables, and other breakfast foods which are relatively unadvertised.

But, don't take the word of the researchers and experts! Try your own experiments!

What foods do your children request most often? Are their requests for homemade goodies or for commercial products? The age of the child might be a determining factor in answering those questions – but consider the remaining ones.

Where did your children first learn about the food they request most often? Was it in their grandmother's kitchen, from another child, or from a TV commercial?

Do you have to "push" certain vegetables that you consider nourishing? What would happen if your child's favorite TV character endorsed broccoli? On one segment of a popular situation comedy, the two main characters agreed that "broccoli is the scourge of the universe." Would a remark like that affect your family's attitudes toward proper eating habits?

Several studies have assessed that a large number of young children do not understand the motives or the intent of TV commercials. A good way to make young children aware of food commercials and their attempts to influence purchases and eating habits is to read them the short story, "SUZIE MAKES THE MENU," which is available from SEDL.

Perhaps your children would like to decide on a menu for some meal at your house. Will they find all the appropriate ingredients advertised on television? Will they find more in the magazines you have in your home? Where will they learn about basic nutritional needs?

TV can be a learning experience. Children can learn about available food products through advertising. An unhurried shopping expedition to the grocery store can also be a learning experience. Children can learn about other food products there which may not be advertised on TV. They can compare package sizes and prices with an adult's help. Older children can learn what is healthy to eat and what is not healthy by reading labels. Younger children can be taught to understand that not all food products they see advertised are right for them to eat all the time. With adult help, they can learn to tell the difference between a program and a commercial. Young children can practice finding the product that is being sold in commercials. Older children might try to identify those people who would buy the product, or the advertiser's target audience.

Yes, even food commercials can be a learning experience. With adult help children can learn to choose what is best for them to eat and to be critical TV viewers, too.

FAMILY ACTIVITIES FOR COPING WITH COMMERCIALS

1. Identify commercials that are examples of the advertising techniques below. Discuss the implications and intent behind each method.

TESTIMONIAL OR ENDORSEMENT: Well known personalities testify that a product is good or that they use it and like it. Does this testimonial imply that anyone who uses the product will resemble the famous person in some way? Just because the star who endorses a product is famous or an expert in some field, does that mean that the star is also an expert on waxing floors or making a good tasting pie?

DEMONSTRATION: A product representative compares one product with a similar one. The representative or announcer usually implies that one product is better than another. Is the comparison fair? Were all things equal in the demonstration of the product? What about similar products that were not compared with the one being advertised? Might they be better? How can you find out?

BANDWAGON: The advertisement implies that everyone is doing something or buying a product. It leads viewers to believe that by **not** purchasing the item, they are out of step - not with it - not one of the gang. Does this type advertising lead to peer presure among children?

2. Try duplicating product demonstrations shown on TV at home. In scientific experiments all conditions are kept the same except the item being tested. This experiment could compare nutritional value of foods such as cereals or snack items. It could also compare soap products.

3. Be a wise consumer. Try comparison shopping. The children will like the extra attention and the whole family will learn from the experience. Compare the price of an advertised product such as cereal with the price of comparable products which were not advertised Read the labels on both items. Discuss why one costs more than the other. Why did one company advertise its product on television while the other one did not?

. . . One Way to Look at It . . .

T'was the middle of the evening
And dinner was through.
The family was gathered
In front of the tube.

Intent on their program,
They spoke not a word
But perched on their couches
Like a flock of Big Birds.

But the sound gets louder,
And the music blares.
The voices talk faster,
Then the nerves begin to wear.

So, the couches creak,
The feet start to patter
As Dad and the kids
Get up and scatter.

One heads for the bathroom,
Another for the door.
One opens the fridge
And begins to pour.

They all rush around
For about sixty seconds
While Mother Nature blows up,
And blue Hawaii beckons.

Then, as if on signal,
They group and hover.
A big sigh goes up
The COMMERCIALS are over.

Compare a TV advertised toy with the real thing in a toy store. Will the toy do what the commercial said it would? Is it as exciting or as large as it looked on TV? This comparison could lead to a discussion of other advertising techniques such as special camera angles, dramatic lighting, and fast-moving filmed backgrounds which make toys seem more attractive.

4. Make a list of foods advertised on a Saturday morning during regular children's programming. Are the basic four food groups mentioned? Do commercials mention nutrition?

5. Count the number of commercials during a favorite Saturday morning cartoon show. Then count the number of commercials during a favorite middle-of-the-week prime time evening show of equal length. Compare. Are there more or fewer commercials during children's programming than during family viewing hours?

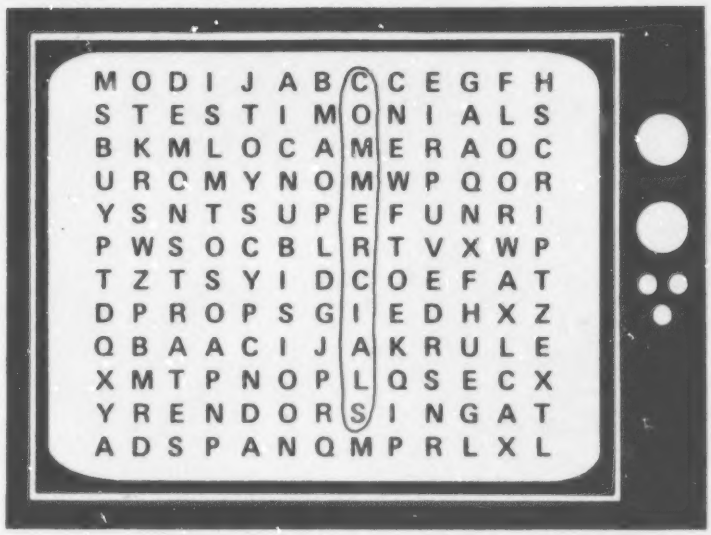
6. A long range project would be to count the types of commercials during children's programming in November. Are they mostly for toys, food, snacks, gifts? Count again in February and in the spring. How do the types of commercials change? You might expect that there will be many more toy commercials before Christmas.

7. Help your children build their vocabulary. Set a time limit for viewing commercials during a program. Count the times the following words are used in commercials: *new, better, more, helps, fun.* Why do commercials use words like these?

Search and Circle

Hidden in the letters above are fourteen words which will help you learn about the commercials you see on television. They are written in all directions: sideways, up and down, and from corner to corner. Definitions of the hidden words are listed below. The number of blanks will give you clues to help you in your search. Children and parents may want to work on this puzzle together. How many words about TV commercials can you find and circle?

SAMPLE: A short announcement that interrupts a TV show in order to try to sell something is called a ——————.


M O D I J A B C C E G F H
S T E S T I M O N I A L S
B K M L O C A M E R A O C
U R C M Y N O M W P Q O R
Y S N T S U P E F U N R I
P W S O C B L R T V X W P
T Z T S Y I D C O E F A T
D P R O P S G I E D H X Z
Q B A A C I J A K R U L E
X M T P N O P L Q S E C X
Y R E N D O R S I N G A T
A D S P A N Q M P R L X L

1. A short word for commercials is ___.
2. A TV commercial is made to sell a particular _____.
3. A common breakfast food product advertised during many children's shows is _____.
4. Many commercials on children's shows advertise _____.
5. The pages with words printed on them telling the performers what to say on a commercial is called a _____.
6. On a commercial, the announcer usually encourages the TV viewer to ___ the product.
7. When famous people say they use or like a product, they are _____ the product. This kind of commercial is called a _____.
8. Sometimes on a toy commercial, the announcer will tell the children how much ___ playing with the product is.
9. This product is commonly advertised during daytime programs with romantic plots. The shows take their name from the product. What is it?
10. Commercials for household products are almost always presented by a woman -- rarely by a man. One common commercial of this type is for _____ ___.
11. Another word for the articles used by the actor in a commercial or on the stage is _____.
12. One good reason to advertise on TV is because the product is ___ on the market.
13. The piece of equipment that takes pictures of the performers on a commercial is called a _____.
14. To show how a product works or what it does, an actor sometimes _____ it on a commercial.

KEY:

1. ads/ 2. product/ 3. cereal/ 4. toys/ 5. script/ 6. buy/ 7. (a) endorsing (b) testimonial/ 8. fun/ 9. soap/ 10. floor wax/ 11. props/ 12. new/ 13. camera/ 14. demonstrates

Fantastic Facts

There are more TV sets than people in the United States!

(Aimee Dorr)

Well, that's life! Most adults believe that their favorite dramatic TV program "shows life the way it really is" according to the National Inventory of Viewing Habits, Surgeon General's Report, Vol. IV.

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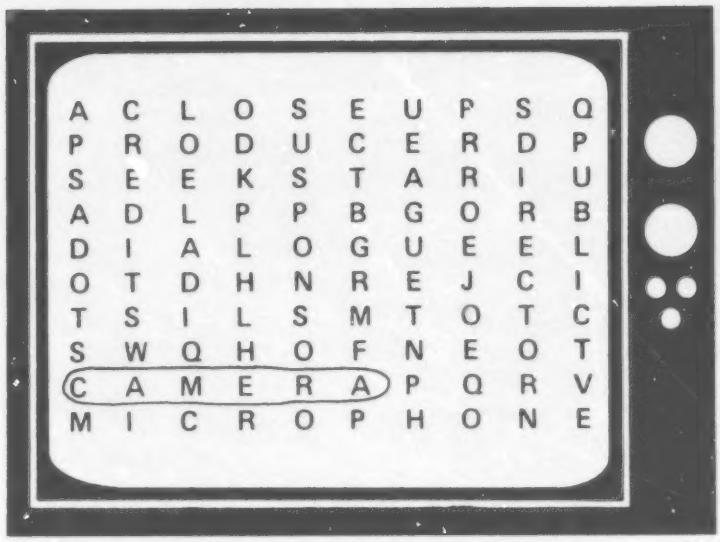
Search and Circle

Hidden in the letters above are eleven words which describe some of the people who work to make television shows and some of the equipment they use. The words are written in all directions: sideways, up and down, and from corner to corner. Definitions of the hidden words are listed below. The number of blanks will give you clues to help you in your search. Children and adults may want to work on this puzzle together. How many words about TV workers and equipment can you find and circle?

SAMPLE: The piece of equipment that takes pictures of the performers on TV is called a _____.


A C L O S E U P S Q
P R O D U C E R D P
S E E K S T A R I U
A D L P P B G O R B
D I A L O G U E E L
O T D H N R E J C I
T S I L S M T O T C
S W Q H O F N E O T
C A M E R A P Q R V
M I C R O P H O N E

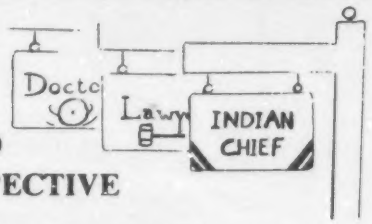
Fantastic Facts

You may be getting the wrong picture of the working world by watching TV. Only six out of ten characters portrayed on television programs have identifiable jobs. *(De Fleur)*

People who watch a lot of TV think the world is a much more dangerous place than those who watch less often. The heavy viewers are significantly more likely to be afraid to walk alone at night than are the light viewers. *(Gerbner, Summer '78, Cultural Indicators Violence Profile No. 9)*

1. A person who collects facts for a TV news program is called a _____.
2. The small metal object that actors speak into which amplifies the sound is called a _____.
3. The most important performer in a show is called the _____.
4. There are some public service announcements on TV which are similar to commercials, except that the TV stations broadcast them without charge for the good of all listeners. Can you find the abbreviation for these announcements?
5. The business that pays for the cost of a TV show by advertising its products is called a _____.
6. At the end of each show there is a list of people who helped make the TV show. This list is called the _____.
7. The person who makes all the decisions about how the performers should act, what lights to use, what music to play, etc., is called the _____ of the show.
8. When the picture of the performer suddenly gets larger and shows more of the face instead of the whole body, it is because the camera operator is using a _____ __ shot.
9. All of the talking that takes place between the characters in a program is called the _____.
10. The person who coordinates all the activities necessary to produce a television program is called the _____.
11. When the programs on a certain TV channel are paid for by subscriptions and donations from people, there are no commercials. This is called _____ TV.

KEY: 1. reporter/ 2. microphone/ 3. star/ 4. PSA/ 5. sponsor/ 6. credits/ 7. director/ 8. close up/ 9. dialogue/ 10. producer/ 11. public



FAMILY ACTIVITIES TO HELP PUT TV IN PERSPECTIVE

1. Talk about TV portrayals of characters such as doctors, lawyers, detectives, policemen and policewomen. How are they shown? What attributes do they have? Does your family know anyone in these occupations? Are they like people you know? Are they realistic characters?

2. List occupations shown on TV. Are there many? Can you think of any jobs that are not shown? Why are these occupations neglected by writers?

3. Think about men's and women's roles in TV programs and commercials. Do men usually advertise or talk about different kinds of products than women do? Keep a tally of men vs. women advertising products for one evening.

4. Which job shown on TV would you like to have most? Least? Why?

5. Discuss how "good guys" and "bad guys" are depicted on TV. How do you know which they are? How do they act and dress? What "signals" tell you the character is good or bad?

6. Talk about what makes up a family, then discuss the kinds of families that are shown on TV. List programs about families. Which family is most like yours? Are families pictured in a realistic way? Why or why not? Ask your children which TV family they would like to be part of. Let them tell why.

_____

_____

CHRISTOPHER'S THINKING . . .

Oh, how I wonder
While I watch TV,
If they'll ever show
A kid like me —
With braces and freckles
And a sore, skinned knee.

I look all the time
And watch with great care
To see some first grader
Who has tangled hair,
And swims in a stock tank,
And likes green pears.

But most of the kids
Who come on the screen
All have perfect teeth
And are shiny and clean.
They're nice to each other,
And never act mean.

What kind of trick
Is TV trying to do
On plain little kids
Like me and you,
When they show all that stuff —
And say that it's true?!

DIAGRAM FOR DEALING WITH DISTORTION

REAL	Draw an arrow from these words to the column where they belong	MAKE BELIEVE
	A woman jumps over treetops and houses.	
	A cat dances and talks.	
	A child skips rope.	
	A person crashes through a glass window without being cut.	
	A coyote is run over by a bulldozer and walks away unhurt.	
	A boy makes a touchdown.	

CHILDREN'S STORYTIME

Read the copy of **Really Suzie** found in this issue. The story explores TV's portrayal of life versus reality. The concept of performers is introduced. There is also discussion of commercials and their psychological implications. Children often believe that whatever is shown on TV is an accurate picture of reality. Children sometimes become confused when what they observe in real life does not match what they see on TV.

The purpose of **Really Suzie** is to create awareness of distortions on TV; and to help children discriminate between TV portrayals and reality.

Discussion Questions:

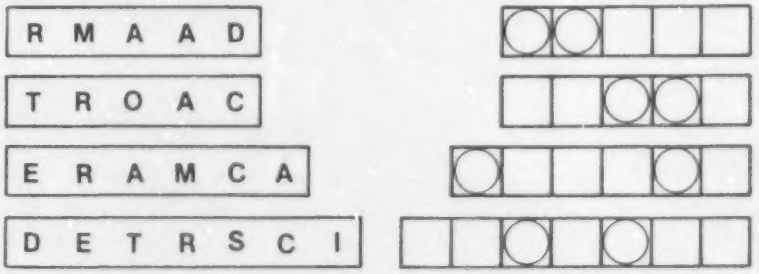
1. Are TV characters like real people? Why? Why not?
2. Does your mom look like and act like any moms you see on TV? How does your mother dress? Does she talk about the same things moms on TV talk about?
3. How is you mom the same as TV mothers?
4. Are your friends' moms like TV moms? Are your friends' moms like each other? Are they different from each other in some ways? If so, how?
5. Does your father dress and act like fathers on TV? What's different? What's the same?
6. How are kids on TV like you? How are they different?
7. Are people in commercials always shown as happy, smiling, and having fun? Why? Can you think of any commericals in which the characters are in a bad mood or are unhappy? If so, are they still unhappy at the end of the commercial? What happens in the commercial to change their mood?
8. What are commercials for?
9. Are people in commercials just everyday people doing ordinary things? Or do you think they are actors dressed up for a part?

FAMILY ACTIVITIES FOR LEARNING FROM TV

1. Count the number of violent incidents in a program: fights, car crashes, chases, times a gun is fired, etc. Discuss whether or not these are necessary to the story. Express your opinion regarding the use of violence.
2. After viewing a program, turn off the TV and discuss whether or not the character did the right thing. Discuss what other alternatives were available.
3. If a program has been distressing to a child, talk about it with him or her. Explain that the people were actors, just playing parts. Discuss the possibilities or the unlikelihood that such events would happen in real life.
4. Discuss, perhaps at the dinner table, the best TV show seen during the week. Then talk about the worst show viewed during the week. List qualities that gave each program that distinction.
5. Talk about characters on TV programs. Who are the favorites? Why? What makes them funny, interesting, likeable? Are there any characters who are disliked? What characteristics make them objectionable?
6. Use programs based on historical events and biographies to compare with books and articles about the same topic. Compare the TV version with printed versions. Discuss why there are differences. TV programs can sometimes lead the family to the library!
7. While you are busy with some task such as preparing dinner, ask your child to watch a program for a specific purpose. Then ask the child to tell you about the program at a more convenient time. Some of the things you might ask your child to identify are: The chronology of the story, the main characters, where and when the story took place, new words heard, the problem or conflict which made the story happen, etc. If you can hear the television, but are not in a position to watch, you can check the accuracy of the child's interpretation.

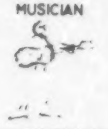
TV WORD JUMBLE

DIRECTIONS: Unscramble these four jumbles, one letter to each square, to form four ordinary words.

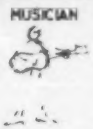


Now arrange the circled letters to form the word that answers this question: What is the person who tells the performers how to act called?

TV BINGO

CHILD ACTOR	CLOSE-UP SHOT	NEWS ANNOUNCER	WORKING WOMAN	EDUCATIONAL PROGRAM
TV CREDITS	TOY COMMERCIAL	ATHLETE	CANNED LAUGHTER	PUBLIC SERVICE ANNOUNCEMENT
DOCUMENTARY	SINGER	FREE	FOOD COMMERICAL	DANCER
WESTERN	SCENE CHANGE	BACKGROUND MUSIC	LONG SHOT	 MUSICIAN
MEDIUM SHOT	PUPPET	SPORTS ANNOUNCER	COMEDY SHOW	FILMED BEFORE A LIVE AUDIENCE

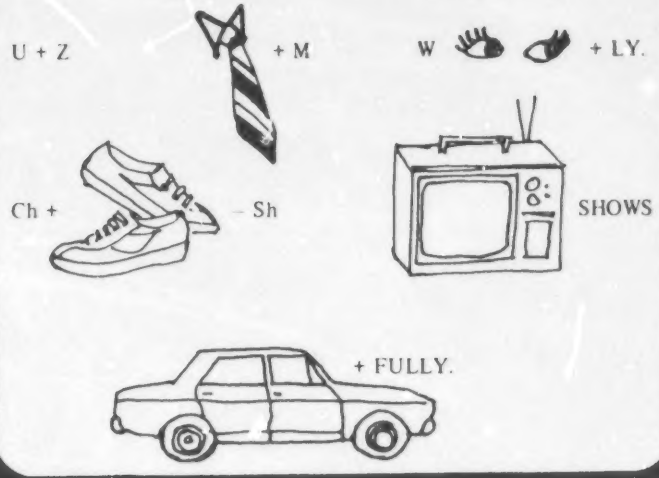
TV BINGO

CANNED LAUGHTER	WEATHER FORECASTER	COMEDY SHOW	WORKING WOMAN	LONG SHOT
FILMED BEFORE A LIVE AUDIENCE	CLOSE-UP SHOT	 MUSICIAN	DOCUMENTARY	SINGER
SCENE CHANGE	ANIMAL	FREE	CARTOON CHARACTER	PUPPET
NEWS REPORTER	NEWS ANNOUNCER	ATHLETE	FOOD COMMERICAL	SPORTS ANNOUNCER
WESTERN	HERO	VILLAIN	ADVENTURE STORY	CHILD ACTOR

RULES FOR TV BINGO

TV BINGO can be played alone or with a friend. It is played while watching TV. Use buttons, pennies or dried beans for tokens. Place a token in the "free" space. When you see what is in a square on the TV, place a token in that square. When you fill enough spaces to make a straight line – up, down, across, or diagonal – YOU WIN TV BINGO!

AN IMPORTANT MESSAGE FOR TV VIEWERS



CHILDREN'S STORY TIME:

PARENTS: Read "SUZIE'S BROKEN TV" to your children or have them read it aloud. This booklet provides a basis for discussing types of family activity other than watching TV. Use the following questions to begin your discussion. Perhaps your family would have handled Suzie's predicament differently. If so, how?

DISCUSSION QUESTIONS FOR "SUZIE'S BROKEN TV"

1. What was Suzie's reaction to the broken TV set? How would you feel if the same thing happened to you?
2. Why did Suzie's mom forget to tell her when to come home for dinner?
3. Why were Suzie's neighbors surprised to see her at first?
4. What did Suzie and her family decide to do when the TV was repaired?
5. What would you and your family do if your TV set was broken for a week?

CHILDREN'S ACTIVITIES

"SUZIE'S BROKEN TV" is available from Division of Learning and Media Research, SEDL, 211 E. 7th, Austin, Texas 78701

Name some things that Suzie found to do with her free time while the TV set was broken. Score one point for each one named.

_____ _____ _____

_____ _____ _____

_____ _____ _____

How many things can you think of to do instead of watching TV? Score one point for each one named.

_____ _____ _____

_____ _____ _____

_____ _____ _____

Fantastic Facts

Do you know how much TV your children are watching? In one survey, parents reported that their children watched much less television than the children themselves reported watching. Neither report agrees with Neilsen rating figures. *(Greenberg, Surgeon General's report)*

What is YOUR prime time
continued

Keep an activity diary for one week. A sample is provided. Does one type of activity play a prominent part in the life of your family? Is your main involvement work related or church connected? Is your family spending most of its time in sports participation or in television viewing? Assess your family's TV viewing habits for one week. Determine the importance of TV viewing in your household compared with the amount of time spent in other activities.

How does your week stack up? Are you doing the things you really want to do? Do your "at home" activities reflect the goals and expectations you have for yourself and your family? Is the quality of your family life what you would like it to be?

If a large portion of your family's activity time is spent viewing TV and you don't know ***why*** then you might consider the questions below. Also, once you have determined how much TV your family is watching each week, you can begin to assess the ***quality*** of the programs being viewed, and their value to your family. Setting goals, planning time, and viewing TV selectively can make ***your*** time ***PRIME TIME***.

Fantastic Facts

More American households have TV sets than have indoor plumbing! *(Census Bureau)*

Search and Circle

X	A	C	T	L	Y	M	C	A	L	E
E	D	U	C	A	T	I	O	N	A	L
Y	V	A	R	I	E	T	Y	N	D	O
Z	E	N	S	P	O	R	T	S	V	S
U	N	W	E	S	T	E	R	N	E	H
S	T	O	D	W	Y	Q	Y	A	N	O
A	H	T	S	L	S	D	B	I	T	W
D	R	A	M	A	E	M	U	L	U	B
D	O	C	U	M	E	N	T	A	R	Y
Y	A	K	O	B	P	Q	J	R	E	O
F	T	C	A	R	T	O	O	N	S	B

Hidden in the letters above are ten words describing different kinds of television programs. They are written in all directions: sideways, up and down, and from corner to corner. Definitions of the hidden words are listed below. The number of blanks will give you clues to help you in your search. How many kinds of TV programs can you find and circle?

KEY

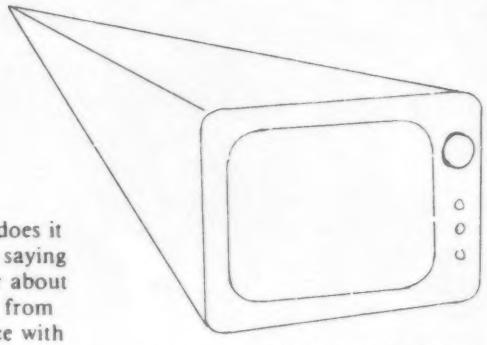
1. adventure/ 2. drama/ 3. comedy/ 4. western/ 5. documentary 6. car-toons/ 7. news 8. sports/ 9. variety/ 10. educational

SAMPLE: Another word for a television program is a TV _____.

1. A program full of action and excitement is called an _____.
2. A serious program or play which tells about people, their lives, and their problems is called a _____.
3. When a show is funny and is written to make you laugh it is called a _____.
4. A program which tells about cowboys and Indians and the early days of our country is called a _____.
5. A *true* story which gives information about people, places and things is called a _____.
6. Favorite programs for most children feature pictures which move instead of live actors. What are they called?
7. A show which tells about events happening each day in our town, our country, and all around the world is called the _____.
8. Programs showing games such as football, baseball, basketball, golf and tennis are called _____ shows.
9. A _____ show is one that features many different performances such as singing, dancing, comedy acts, and sometimes even animals.
10. A program made especially for children to teach them reading and writing skills and how to get along with each other is called an _____ show.

TELEVISION: A FAMILY FOCUS

PUTTING TV IN PERSPECTIVE



What is TV telling children about the world they live in? What does it tell them about the ways Americans make their livings? What is it saying about men and women and their relationships with each other? Or about people of different races? Is the information your children receive from television shows about these important aspects of life in accordance with your own values?

While TV is basically an entertainment medium, it is also a potent means for influencing thought and value acceptance. It is also an important source of learning — both intended and incidental — for children, and as their constant companion in the developmental years, it becomes a socializer of children. Let's put TV in the proper perspective.

THE JOB MARKET

Research has indicated that young children get most of their **occupational information** from television. They learn about job settings and what sex the worker should be. If that is so, they may be getting the wrong picture of America's work world! There seems to be a big difference between the way jobs are portrayed on television and the way they really are.

According to research, only **six out of ten characters** portrayed on TV even have **identifiable jobs.** Of those TV characters depicted as working, **one out of four** is shown in the field of life protection or crime prevention, and the majority of these are portrayed by **men.** There is an unbelievable overabundance of detectives, police, lawyers, and fire fighters on TV compared to the number of men and women actually employed in those jobs.

While children may enjoy the action and adventure on many police/detective shows, they are incidentally gaining misinformation about the occupation of many characters. What can parents do to combat this? First of all, recognize the distortions and stereotypes shown, then talk about them with the children. Simple statements about what lawyers really do, or questions such as "I wonder what would happen if they broke down someone's door in our neighborhood?" will start the child thinking. Taking a group of neighborhood children to visit the local police station or jail might be an enlightening way to point out the differences between **real life** law enforcement and **adventure shows** on TV. Most police departments have a community affairs officer who will be glad to talk to children and adults about the job of the police in their town. They are probably concerned about misrepresentation of their profession on television, too.

Part of the distortion of the working world is caused by what is *not* shown on television! Where are the vast numbers of **working mothers**? Not on TV! The U.S. Bureau of the Census shows an overwhelming **82 percent** of all divorced and separated mothers as employed, and over 66 percent of all women who live with their husbands and have children. But the world of TV ignores the working mother almost completely. There are one or two admirable exceptions in which divorced women cope with the problem of raising children alone, plus providing the main source of income. Most women characters on TV who are identified as having a job are shown in low status occupations, while men are almost always shown in a position of authority. There are a few prime time women lawyers, reporters, and detectives, plus one woman principal — but most women are still shown in a home situation. Television may seem like the most up to date entertainment medium, but it's outdated when it portrays the status of today's woman.

Fantastic Facts

There are more gun shots fired on TV in one evening than are fired in the course of an entire year by a metropolitan police force of 504 officers on patrol. *(Gerbner, Police Chief Frank Dyson)*

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What's In a Family?

What makes a family? In our world there are traditional families, nuclear families, extended families, etc. In the world of television, too, a diverse array of families parade across the screen. Programs depicting families have progressed in the last decade from showing only traditional, two parent-two children, middle class, white families. There's almost every kind of family on TV today, in keeping with the times. The two-parent family with father providing the income and mother staying home with the children still exists. But there are shows based on single parent families and even non-traditional groups of people living together who care about each other and share responsibilities. Each family has its special make-up and its special problems. These TV families may form the basis for a lot of humor and comedy, but there is more to see for the discerning viewer. Children who see diverse kinds of families on television have an opportunity to learn a great deal about human relationships if they are guided while they watch.

Sometimes there is a big difference between TV families and real families. Compare the way TV families handle their problems and the way your family might handle the same situations. Many times TV characters try to solve their problems and frustrations with violence. And problems are almost always taken care of within the alloted thirty minutes. This is not reality in most homes. However, some TV programs do an admirable job of portraying families who discuss problems and alternative solutions in scenes both tender and thought-provoking. Characters on these shows have served as models for humanistic problem solving with rational, gutsy facing-of-the-facts. Youngsters relate to these characters who have the same problems they do, and meet them head-on.

A distortion of family relationships exists, however, in that some TV families never have any conflicts. Children do not argue with their parents or grumble when they are assigned chores. Is this realistic? Ask your family.

Some TV families are identified by a particular ethnic origin or a certain social class. For example, *Angie* is Italian and a waitress, *The Jeffersons* are Black and are climbing the socio-economic ladder, and *Diff'rent Strokes* mixes Harlem Blacks with Park Avenue Whites. Perhaps your family has a special heritage, too. Talk with your children about the ways in which different kinds of Americans are shown on television.

Here are some questions to consider as you watch. Watch for distortions and stereotypes. Are wealthy upper-class characters always shown as unethical or corrupt? Are blue-collar workers usually shown as comic figures? Are the characteristics of various races portrayed realistically on TV? Do Blacks always talk jive? Are Caucasians consistently shown in better jobs than Puerto Ricans? Are Orientals usually depicted as inscrutable? Can you usually tell by the way they act whether white characters are supposed to be of Scots-Irish descent or perhaps German or Polish ancestry?

Take a look at the homes TV families live in. Are they houses, apartments, cabins or mansions? Are TV homes always neat? Have you ever seen a disheveled home on TV? How do homes seen on TV compare with the homes in your neighborhood? Are things a bit distorted?

Harry F. Waters, in the May 7, 1979 issue of *NEWSWEEK*,* says that the distortions of TV settings for situation comedies stem from the fact that most of these programs are filmed in Los Angeles. *"As a result, an entire generation is being brought up to believe that the grimier aspects of their own existences are atypical of how America lives. The real world, prime time tells them, is a place where slums, panhandlers, traffic tie-ups and subways are non existent, the police are polite as they are handsome, and the only concerns that matter are where to find the chicest hot tub or the boutique that proffers a wine list while you browse."***

If children always see neat, well decorated homes on TV, will they think they are deprived when their own doesn't measure up? Or will they aspire to the uncluttered grandeur of the screen and become frustrated when they do not attain it? Help them to understand the difference between a home and a stage setting. Help them realize that families have differing income levels and choose to use their money in different ways. Some families may think it is important to have fine furniture and a big home. Others may save up for a family vacation or to put their children through college. Others struggle to pay for food and rent. Sometimes the TV family's structure or ethnic background as well as their living place can be a stereotype. These situations can give children a distorted view of the way other people live. On the other hand, TV can widen their vision. The way children see families homes, and human relationships on television is often up to the parent or other caring adult who talks about what is being viewed.

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